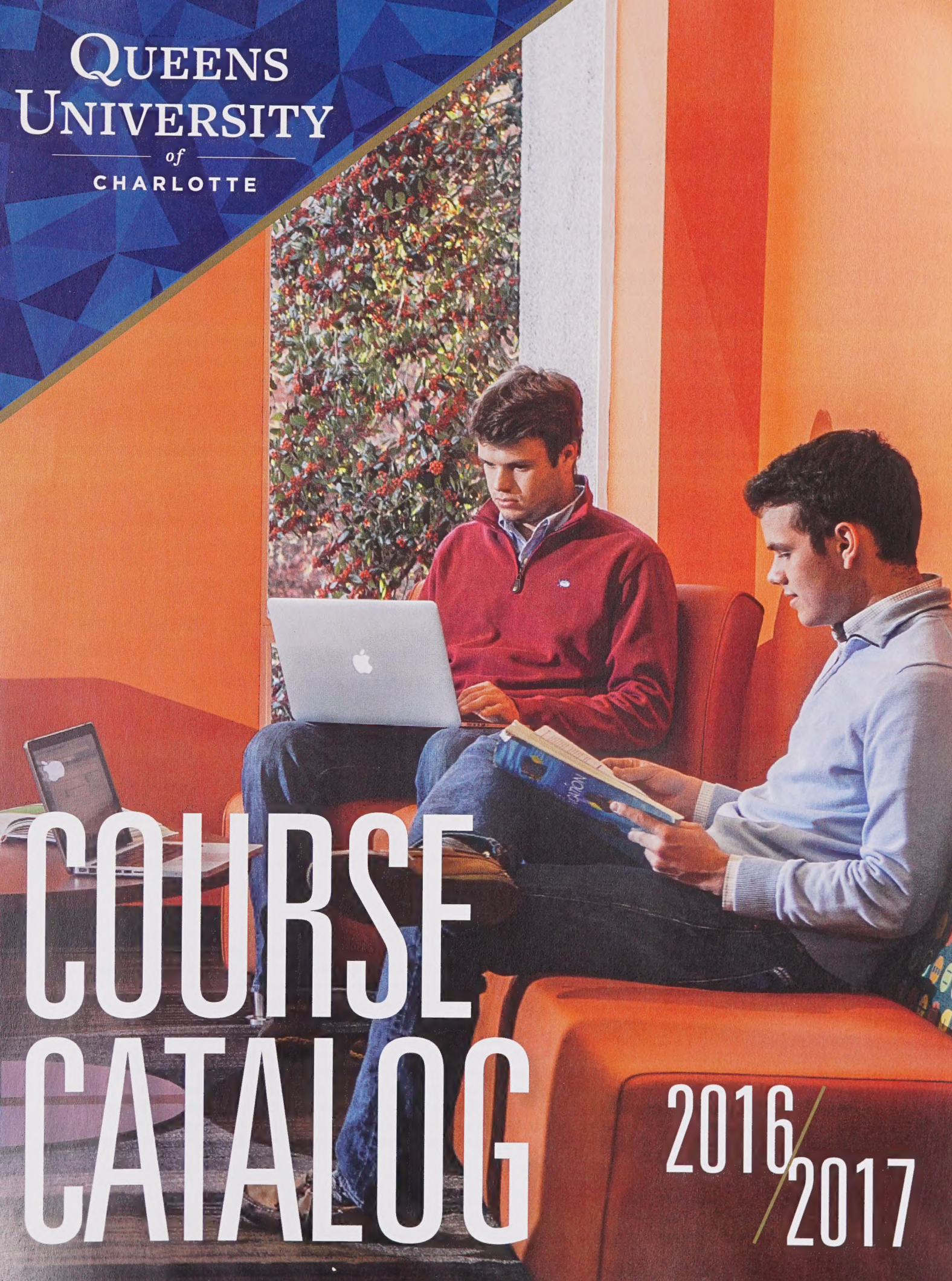
QUEENS UNIVERSITY of CHARLOTTE



COURSE CATALOG

2016/2017

Queens University of Charlotte

2016-2017 Catalog
Undergraduate and Graduate Programs

About Using this PDF Catalog:

The navigation bookmarks on the left side of your screen function as an interactive table of contents. They will allow you to quickly find sections of interest and move easily through this document. You can expand and collapse the bookmarks by clicking on the +/- symbols. The Catalog also contains many internal links to other sections of the Catalog as well as links to web pages. You can then use the bookmarks to return to your original page.

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Queens University of Charlotte is committed to the principles and practices of diversity throughout the University community. Women, members of minority groups and individuals with disabilities are encouraged to apply for admission. Queens does not discriminate on the basis of race, color, creed, gender, age, sexual orientation, national and ethnic origin or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

This catalog was prepared and published by the Office of the Registrar in June 2016. Its purpose is to provide a comprehensive, accurate and useful catalog which fully describes the academic programs, policies, regulations and requirements of the University. The publisher has attempted to present information that, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relations. The University reserves the right to alter or change any statement contained herein without prior notice, and while the publisher has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by mistakes.

2016-2017 Academic Calendar

The most current and complete official academic calendar can be found on web page of the Registrar's Office. The academic calendar for the on-line programs can be found on the web page of the Registrar's Office.

2016-2017 UNDERGRADUATE AND GRADUATE PROGRAMS

	Fall Term	Spring Term
Classes Begin	August 29	January 9
Holiday-No Classes	September 5	January 16
Convocation	September 19	--
Holiday—No Classes	October 10-11	March 5-12
Last day to Withdraw from a Course	October 21	March 17
Holiday—No Classes	November 23-27	April 14-16
Classes End	December 9	April 24
Reading Day	December 10	April 25
Examination Period	December 12-16	April 26-May 2
Commencement Ceremonies	--	May 5-6

2017 SUMMER SESSIONS

Undergraduate and Graduate Programs

	Summer 1	Summer 2	Summer 3
Classes Begin	May 15	May 15	June 26
Fourth of July Holiday	July 4	--	July 4
Classes End	July 28	June 16	July 28
Examination Period	July 31-August 7	June 19-11	July 31-August 7

Directory

To communicate with the University:

Switchboard: 704.337.2200 or 800.849.0202
Address:1900 Selwyn Avenue, Charlotte, NC 28274-0001
Email: admissions@queens.edu
Web Site: http://www.queens.edu/

Please use the following list for address inquiries or to schedule appointments. If you need an individual's telephone number please call the University number above and an operator will be happy to connect you.

Number	Office	Number	Office
704.337.2324	Academic Affairs	704.337.2262	Media Services
	Admissions	704.336.2499	MFA Program
704.337.2212	Undergraduate	704.337.2320	Office of Diversity and Inclusion
704.337.2313	Graduate Programs	704.337.2582	Office of Research and Sponsored Programs
704.337.2314	Hayworth School of Graduate & Continuing Studies	704.337.2216	President's Office
704.337.2224	Graduate Business Programs	704.337.2324	Provost's Office
704.337.2256	Alumni Relations	704.337.2251	Queens Learning Institute
704.337.2509	Athletics	704.337.2242	Registrar's Office
704.337.2306	Campus Police	704.337.2464	Residence Life
704.337.2372	Campus Services	704.337.2373	SELA: School Executive Leadership Academy
704.337.2596	Center for Active Citizenship	704.337.2311	Service Center (mail)
704.337.2848	Center for Ethics and Religion	704.337.2809	Sports Information
704.688.2324	Center for Advancement of Faculty Excellence	704.337.2263	Student Activities
704.337.2533	Center for International Education	704.337.2508	Student Disability Services
704.337.2209	Center for Student Success	704.337.2225	Student Financial Services
704.337.2291	Chaplain		
704.337.2227	Dean of Students		
704.337.2568	Dean of University Programs		
704.337.2401	Everett Library		
704.337.2489	Executive Leadership Institute		**Colleges and Schools**
704.337.2489	Executive MBA Program	704.337.2519	Andrew Blair College of Health
704.337.2560	Facility Rentals	704.337.2463	College of Arts and Sciences
704.337.2225	Financial Aid	704.337.2253	Hayworth School of Graduate and Continuing Studies
704.337.2220	Health and Wellness Center	704.337.2397	James L. Knight School of Communication
704.337.2385	Human Resources	704.337.2234	McColl School of Business
704.337.2337	Internship and Career Programs	704.337.2276	Presbyterian School of Nursing
704.337.2323	Information Technology Helpdesk	704.337.2580	Wayland H. Cato, Jr. School of Education
704.337.2516	Institutional Research and Assessment		

Queens University of Charlotte

Queens University of Charlotte is a student-centered, comprehensive, private university affiliated with the Presbyterian Church (U.S.A.). With a foundation in the liberal arts and a commitment to excellence in education, the university serves the needs of a diverse co-educational student body with a variety of undergraduate and graduate programs.

Queens offers students learning experiences through the College of Arts & Sciences, the McColl School of Business, the James L. Knight School of Communication, the Wayland H. Cato, Jr. School of Education, the Presbyterian School of Nursing and the Andrew Blair College of Health. In addition to traditional undergraduate and graduate programs, Queens also offers evening, weekend and online programs for nontraditional and graduate students.

In all of its programs, Queens emphasizes active and collaborative learning, meaningful student-teacher relationships, a creative synthesis of the liberal arts with the world of work, and the value and necessity of lifelong learning.

VISION
Queens will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

MISSION
Queens provides transformative educational experiences that nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

VALUES
To fulfill its mission and its vision, Queens acts upon the following values:

- **Focus on Students**
  We value the factors which foster student success: an intimate learning environment, excellence in teaching and intellectual curiosity. At Queens, education is also grounded in the liberal arts tradition, that is, one which develops critical thinking, creativity, communication, commitment to ethical behavior and responsible citizenship. This foundation leads to successful and fulfilling lives.

- **Integrity and Respect**
  We value a sense of caring and community; seek to promote diversity and a respect for all people; and recognize the importance of personal integrity and ethical action.

- **Stewardship**
  We value, and are committed to, those who learn and work at Queens, and we are proud of our university. We will responsibly manage our heritage, resources and reputation in the community to ensure we remain a source of pride for students, faculty, staff, donors and alumni.

- **Creativity and Innovation**
  We value creative, as well as innovative thinking and acting, both in the classroom and in the community to advance Queens toward its vision to be a leading comprehensive university and a community asset.

- **Service**
  We value responsibility and service to the society at large in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

Accreditation

Queens University of Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and School to award associate, bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404 679-4500 for questions about the accreditation of Queens University of Charlotte.

The business programs of Queens University of Charlotte are accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Contact AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602, phone 813-769-6500.

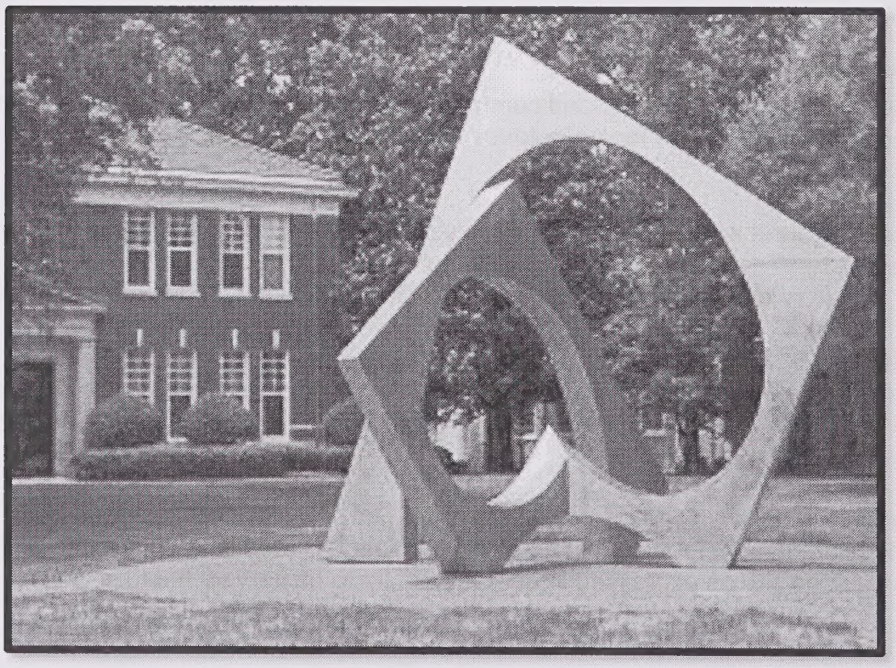
National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction have fully accredited the education programs.

The Bachelor of Science in Nursing program and the Master of Science in Nursing program at Queens University of Charlotte are accredited by the Commission on Collegiate Nursing Education , One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791.

The University's programs in music are accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248, and phone (703) 429-0700.

The Bachelor of Music in Music Therapy is approved by the American Music Therapy Association (AMTA) 8455 Colesville Road, Suite 1000, Silver Spring, Maryland 20910, phone (301) 589-3300

Queens is also approved for veterans education.



Colleges and Schools of the University

Courses leading to baccalaureate and masters degrees are offered by the Andrew Blair College of Health, the College of Arts & Sciences, the Hayworth School of Graduate and Continuing Studies, the McColl School of Business, the Presbyterian School of Nursing, the James L. Knight School of Communication, and the Wayland H. Cato Jr. School of Education.

The Andrew Blair College of Health

The mission of the Andrew Blair College of Health is to prepare competent practitioners and dynamic leaders in health and sport-related fields of study and contribute to the health and wellness of its constituencies in the region and beyond. The Blair College of Health aspires to be recognized regionally for its healthcare and sport-related programs as models of excellence, for its students as outstanding achievers, and for its faculty as leaders in healthcare and sport science discourse and knowledge dissemination. The Blair College of Health houses the Human Service Studies Department offering the Human Service Studies major. The Kinesiology Department offering majors in Health Promotion, Health Sciences, Allied Health, Exercise and Sport Sciences, Interdisciplinary Health Services, and Sport Management.. In addition, the Blair College of Health houses the Presbyterian School of Nursing, offering the Bachelor of Science in nursing degree (traditional, accelerated, and RN-BSN tracks) and Master of Science in Nursing degree (nurse administrator, nurse educator, and Clinical Nurse Leader tracks). In 2017, the College will add an online Master's in Health Administration.

The Presbyterian School of Nursing

The mission of the Presbyterian School of Nursing is to educate individuals to practice professional nursing in a variety of roles and settings with the commitment to nursing scholarship, leadership and service to diverse populations within a global context. The Presbyterian School of Nursing aspires to be recognized nationally for its undergraduate and graduate programs in nursing as models of academic excellence, for its students as caring and competent professionals, and for its faculty as leaders and scholars in the discipline of nursing. Nursing has a rich history at Queens dating to 1963 when Queens offered a bachelor's degree completion program to graduates of Presbyterian Hospital's School of Nursing. In 1979 Queens established its BSN program, which achieved national accreditation and graduated its first class in 1984. In 2004 Queens created the Presbyterian School of Nursing to house all nursing degree programs at Queens. Today the school offers a variety of options for nursing including the Bachelor of Science in Nursing (BSN) with traditional, accelerated, and online RN-BSN tracks, and the online Master of Science in Nursing with Nurse Educator, Nurse Administrator, and the Clinical Nurse Leader tracks.

The College of Arts and Sciences

The mission of the College of Arts & Sciences is to draw on intellectual traditions to cultivate a life of integrity, foster inquiry, spark imagination, nourish the spirit, and prepare students to serve and to lead, embracing the challenges of a complex world. The College of Arts and Sciences is comprised of 12 departments, and offers 28 undergraduate majors and 60 minors. At the graduate level the College of Arts and Sciences offers a Master of Fine Arts in creative writing, the Master of Arts in music therapy, and the Master of Arts in interior design. The Cato School of Education is also housed in the College of Arts & Sciences and offers a variety of teacher licensure programs as well as a Master of Arts in Educational Leadership and a Master of Arts in Teaching.

The Hayworth School of Graduate and Continuing Studies

The Hayworth School of Graduate and Continuing Studies (SGCS) provides oversight and coordination of the University's online programs, graduate programs and baccalaureate programs for adult students as well as overseeing the scheduling for the Summer Term. The office consists of the Hayworth School Admission and Student Services, and Graduate Admissions and Student Services. For more information please see Hayworth School or Graduate Studies or Online Programs..

The James L. Knight School of Communication

The mission of the James L. Knight School of Communication is to prepare consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve. In its academic programs and community initiatives the Knight School is discovering how universities can shape their local media ecosystems. Graduates serve as leading practitioners in journalism, media industries, advertising, public and community relations, law, human resources, sports enterprise, corporate and organizational communication, and in strategic business, community, civic and governmental leadership. The Knight School of Communication offers an undergraduate major in communication, and an undergraduate major in journalism and digital media. Degree programs provide students with a solid liberal arts education alongside practical training in traditional and emerging media forms, and critical training in communication studies. Courses are designed to help students become more ethical, effective communicators in all contexts. Graduates are trained to be sophisticated information analysts, with the ability to evaluate, reflect, create and act with a range of media forms, and in a variety of applied communication environments. At the graduate level, the Knight School of Communication offers the Master of Arts in Communication in both traditional and fully online formats, integrating multidisciplinary and boundary-breaking conceptions of communication. With the generous support of the Knight Foundation, the School is differentiated by its emphasis on deploying digital technologies to civically engaged ends. By bridging community engagement and new media innovation, its programs are unique among peer institutions.

The McColl School of Business

The mission of the McColl School of Business is to educate students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities. The McColl School prepares individuals for careers by providing high quality, innovative undergraduate and graduate business education, and offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond. Students have the opportunity to develop business and management abilities in preparation for responsible positions of leadership in the world of commerce and practical affairs. The McColl School of Business offers the undergraduate majors in business administration, accounting and finance leading to the Bachelor of Business Administration degree. At the graduate level the McColl School of Business offers three distinct programs leading to the Master of Business Administration degree: the Professional MBA program, the Online MBA program, and the Executive MBA program, as well as the Master of Science in organization development.

The Wayland H. Cato, Jr. School of Education

The Cato School of Education is housed within the College of Arts and Sciences. The mission of the Cato School is to prepare culturally responsive educators who are leaders, experts in their fields and facilitators of learning for all students in a "community of respect." The Cato School of Education offers the major in elementary education, the Master of Education in literacy, the Master of Arts in Teaching , and the Master of Arts in educational leadership which became a fully online program in the Fall of 2013. The Cato School also offers programs leading to teacher licensure both within a baccalaureate program and for post-baccalaureate students. One of the School's most notable undergraduate elements is the Queens Teaching Fellows Program, dedicated to recruiting talented high school graduates into the teaching profession and helping them develop the leadership qualities needed to succeed in the profession.

Academic Programs

Undergraduate Programs

The Traditional Undergraduate Program
The University offers undergraduates in its traditional undergraduate program a vibrant residential student life experience and dynamic academic majors, minors, pre-professional programs and many unique opportunities for engagement, including The Queens Advantage: General Education, Study Abroad Programs, the Honors Program and the Internship Program.

The Hayworth School Undergraduate Program
The Hayworth School of Graduate and Continuing Studies offers adult undergraduates the opportunity to earn a bachelor's degree with services designed for the adult learner. Hayworth students may attend programs during the day or in the evening, on either a full time or part time basis. The services, including admissions for undergraduate students and multiple graduate programs, extend to graduate students who attend classes either in the evening or online.

Graduate Programs

The University's graduate programs provide advanced, specialized education which prepares students for professional careers. They also seek to develop personal and professional values that are necessary for responsible citizenship.

The History of Queens University of Charlotte

Innovative Education, Rooted in Tradition

Long before we were Queens University of Charlotte, we were the Charlotte Female Institute. That was 1857, the year of our founding in quaint Charlotte, NC. Since then, much has changed: our school is now co-ed. We offer master's degrees. And we're located in Myers Park, just three short miles from our original downtown location. Also since then, quaint Charlotte has become one of the country's fastest-growing, thriving urban centers.

As we embrace these changes, we proudly maintain our heritage. Although we've grown, we still offer an intimate campus where our high-caliber faculty have close mentoring relationships with students. As we expand academic offerings, we continue our tradition of an evolving curricula empowering each class to thrive. We embrace our increasingly diverse student body, maintaining a close-knit community that unites us as Royals.

The Evolution of our Name, Mission and Student Body.

Queens started as the Charlotte Female Institute (1857-1891). Then we became the Seminary for Girls (1891-1896), then Presbyterian Female College (1896-1912). In 1912, we became Queens College and moved to our beautiful Myers Park campus.

In 1930, Queens linked to the Presbyterian Synod of South Carolina through a merger with Chicora College. With that partnership, we adopted Chicora's motto: *Non ministrari sed ministrare* (Not to be served, but to serve). Even though the schools are no longer tied, the motto continues at Queens. You see the spirit of service in the actions of students, faculty, staff, and alumni who live this motto and make it our institutional mission.

In the 1940s, we began our journey to admit men. It began shortly after World War II when men could attend, but not live on campus. Then, in 1948, Queens opened a co-ed evening college. In 1987, the process was complete: we became fully co-ed, admitting men and allowing them to live on campus.

In 2002, after nearly a century and a half of growth and change, we became who we are today: Queens University of Charlotte.

College and Schools

While our curriculum evolves continually—ensuring that our students have the latest skills—it's rooted in a strong liberal arts approach. The result is an education that's innovative, yet timeless.

During the past twenty-five years, we have expanded our expertise and offerings to educate the next generation of leaders. In 1993, we established the **McColl School of Business** to join the original traditional undergrad program, known as the **College of Arts and Sciences**. In 2004, we merged the nursing program with Presbyterian Hospital's program to create the **Presbyterian School of Nursing**. In 2007, the Board of Trustees approved the creation of the **Wayland H. Cato, Jr. School of Education**. In 2008, we opened the School of Communication, later named the **James L. Knight School of Communication**. In 2010, we met growing demand for options in the field of healthcare by creating the **Andrew Blair College of Health**. In 2013, we created the Hayworth **School of**

Graduate and Continuing Studies to oversee graduate, online and adult baccalaureate programs.

From Brick and Ivy to the Screen

Queens launched its first online degree in 2008 – the Bachelor of Science in Nursing for existing RNs, known as the RN to BSN. Five years later, we introduced several master's degrees online, including the Master of Arts in Communication; the Master of Science in Nursing, the Master of Arts in Educational Leadership and the online MBA.

A Tradition of Looking Forward

Over the past century and a half, we've carefully cultivated a sense of intentional balance. Queens is where big city meets small school. Where self discovery occurs amid selfless service. Where our curricula evolve to teach the latest skills while respecting our timeless liberal arts core. We've created a unique learning environment that doesn't ask students to choose between these ideals and interests. We invite them to be both, be more – and in so doing, to leave their own mark on our history.

The Campus

Just a few miles from uptown Charlotte, our campus offers a picturesque sanctuary for the Queens community to live and learn. We're tucked into beautiful Myers Park, one of Charlotte's most historic neighborhoods. On our grounds, stately Georgian buildings stand amid towering oak trees, and lawns offer idyllic communal places for students to gather, learn outside, or even hang a hammock for a midday break.

The campus has been here since 1914, when the school moved a few miles from its original downtown location. Five of our buildings hail from that year, and new, state-of-the-art buildings continue to join them. Whether the buildings opened in 1914 or 2016, however, they share an architectural motif of red brick with white trim, creating a unified appearance that respects our historic character.

Belk Chapel (1950) is a gift to Queens by the families and associates of William Henry Belk and Dr. John M. Belk. The Chapel is being renovated to house the Stan Greenspon Center for Peace and Social Justice as well as the Pamela L. Davies Center for Faith and Outreach, marking Queens as a place of interfaith leadership in the Charlotte region.

Burwell Hall (1914) stands picturesque on Selwyn Avenue. It houses administrative offices, as well as the McInnes Parlors, which hosts social events. Burwell Hall is named after Robert Burwell, president of the Charlotte Female Institute from 1857 to 1872, and his wife, Margaret Anna Burwell, a teacher and principal.

Coffee House (2010) is a staple on campus for faculty, staff and students. It is conveniently located at the center of the campus adjacent to Everett Library, and offers coffee, breakfast items, sandwich and soup options. The Coffee House also offers fireside seating, six computer work stations and two study rooms. Outside patio seating is also available.

Dana Building (1961) honors Charles A. Dana, a generous benefactor. This building contains classrooms, the DeWitt Computer Classroom and the Knight Crane Convergence Laboratory and faculty offices.

Diana Courtyard (1924) is located on the south side of Burwell Hall and includes a sculpture casting of Young Diana, Goddess of the Hunt. Diana is a prominent figure in Queens traditions; students frequently decorate her to celebrate events and holidays or to recognize important events.

Everett Library (1960) is located at the center of the campus and was built through the generosity of Herschel Hill Everett and Cornelia Nisbett Everett. A new Georgian-style facade was constructed in 2000, thanks to a gift from Mr. John H. Sykes. Everett Library offers many resources for students conducting research, as

well as students in need of quiet study rooms or collaborative workspaces.

Kathryn L. Grigg Courtyard & Outdoor Classroom (2015) is named after alumna Kathie L. Grigg '87. This space provides an optimal outdoor learning experience for students.

The Hadley Theater (2002) is named in honor of Dr. Charles Hadley and Professor Jane Hadley and was built in collaboration with Charlotte Mecklenburg Schools. Hadley Theater is located inside Myers Park Traditional School, adjacent to the Queens campus. It features a state- of-the-art Black Box facility. In this hands-on learning environment, The Hadley Theatre functions as a performance venue, rehearsal space, classroom, laboratory, storage facility, workshop and scene shop.

Harris Welcome Center (1915) is the first stop for many future Royals. The Center is named in honor of James J. Harris and was built by NC Governor Cameron Morrison (1869-1953). Harris is home to the Traditional Undergraduate Admissions Offices and the Harris Meeting Center for the Traditional Undergraduate Program.

Jernigan Hall (1914) is named in honor of Dr. Charlton Coney Jernigan, Queens president from 1951-1953. This building houses the Registrar's Office, the Student Financial Services Office, the student bank, and the Wayland H. Cato, Jr. School of Education.

Knight-Crane Hall (2016) is home to the Knight School of Communication and the Presbyterian School of Nursing, including the Delores and Richard Blair Center for Nursing Excellence. This building encompasses innovation at its finest with interactive workspaces, mock interview spaces, advanced technology and open laboratories. The first floor houses the Center for Student Success, Michael Murphy Learning Studio, Vandiver Center for Career Development and Dowd Career Readiness Suite, as well as the Myrta Pulliam Center for International Education.

The Levine Center for Wellness & Recreation (2013) is a 145,000 square-foot three-level facility named for Leon and Sandra Levine through a generous donation from The Leon Levine Foundation. It houses the Curry Arena with three side-by-side basketball/volleyball courts and moveable walls and retractable bleachers. The main level features a student lounge and food area, a ballroom, the Kinesiology Department, an exercise and sports science lab and classrooms. The lower level holds the aquatic center, locker rooms and a specialized area for sports performance and sports medicine. The upper level houses the Royals Athletics Department, studios for dance and exercise, a walking/jogging track and a state-of-the-art fitness center

The Lion's Den Grille & Game Room (2007) is an alternative dining option on campus. Located in the lower level of Morrison Hall, the Lion's Den boasts a grill for snacks and meals, an Internet jukebox, wide screen televisions and a pool table. The 24-foot grill offers casual fare with wide appeal.

E.H. Little Fine Arts Center (1966) is named after philanthropists E.H. Little and Charles A. Dana. This building contains the Charles A. Dana Auditorium, which seats 1,000 people for concerts, recitals, plays and lectures. The center also contains the Suzanne T. Little Recital Hall, an exhibition gallery, studios, practice rooms and classrooms for music and drama. Music offices include a library of music, miniature scores and recordings.

Morrison Hall (1927) has three levels. The lower level includes the Copy and Mail Service Center, Dining Services offices and the Lion's Den Grille and Game Room. The Frances Young Dining Room is located on the second level and is the main spot students go to for meals. Student Life, student organizations, and Residence Life are located on the third level.

McEwen Hall (1914) is named in honor of Dr. Mildred Morse McEwen, alumna and Professor of Chemistry (1924 - 1971). It houses the administrative offices of the College of Arts and Sciences as well as classrooms and faculty offices.

The President's House (1928) is located on Roswell Avenue and was originally built by William H. Peeps for the Lethcos, who were drawn to the new, "highly desirable" Myers Park suburb.. The Lethco House has been described

as one of Charlotte's finest Tudor Revivals.

Rogers Hall (2012) features a unique Green Wall made possible by Otis and Christy Crowder, and houses Queens' science and mathematics programs as well as the administrative offices for the Andrew Blair College of Health and the Presbyterian School of Nursing. The building consists of state-of-the art classrooms, science laboratories, a greenhouse, practicum areas and faculty offices. The Duke Energy Auditorium, the Bank of American Reading Room, and the Robert Haywood Morrison Lobby are also located in Rogers Hall. In keeping with Queens' environmental philosophy, this building is seeking Platinum LEED- certification.

The Sports Complex at Marion Diehl Park (2006) covers 65-acres and is a joint partnership between Mecklenburg County Park and Recreation Department and Queens. The facility features a championship field, adaptive field, practice field/running track, Field House and Conference Center. A state-of-the-art tennis center will be constructed soon to transform training, practice and play experiences for Queens student-athletes and provide a venue for recreation, lessons and league play for citizens of Mecklenburg County. The project will include 13 lighted courts, seating, and an adjacent facility with meeting space and locker rooms for tennis, track and field and field hockey.

The Student Health & Wellness Center (1935) houses the undergraduate student health and counseling treatment areas as well as professional staff offices.

Stultz Building (1952) is named for Mr. and Mrs. W. Z. Stultz and houses the Campus Police Department and Office of Campus Safety and Security and the Information Technology Center.

John H. Sykes Learning Center (2000) honors Mr. John H. Sykes, a member of the Board of Trustees and a generous benefactor. The building is home to the McColl School of Business and contains classrooms, faculty offices, a student lounge, meeting rooms and event spaces. The building also includes the 214-seat Ralph Ketner Auditorium.

Tillett Building (1949), named for Miss Laura A. Tillett, professor emeritus of English, is used by the Art Department for ceramics, sculpture, woodworking and metalworking.

Trexler Student Center (1993) honors long-time Queens trustee Charles B. Trexler and his children. Designed to be the "living room" of the University, the Trexler Center is located at the center of the campus. It offers a living room, bookstore and a private dining facility, The Claudia Belk Dining Room. A stairway connects the Trexler Center with the Service Center on the lower level of Morrison Hall.

Watkins Hall (1914) is named for Miss Mildred C. Watkins, a member of the faculty from 1895-1909. It houses the art department, the Max Jackson Gallery and faculty offices.

Withers House (1904) was originally built in1904 for Benjamin Withers and located on East Trade Street but was moved piece-by-piece to Selwyn Avenue in 1926. It houses offices for Hayworth College admissions, student services and admissions offices for graduate programs in education and communication. The Withers House provides amenities for Hayworth School of Graduate and Continuing Studies and Center for Lifelong Learning students, including a student lounge with WIFI, a conference room, a small computer lab, a multi- purpose room and a break room with vending machines and a microwave.

RESIDENCE HALLS

Albright Residence Hall (1964) is named in honor of Miss Thelma Albright, former dean of students and a long-time faculty member at Queen. This is a corridor-style building with shared community bathrooms that can house approximately 140 students. Renovated in 2009, Albright consists of mostly double occupancy rooms.

Barnhardt Residence Hall (1965) honors Mr. and Mrs. William H. Barnhardt. Mr. Barnhardt, a prominent and devoted supporter of the University. Barnhardt is a corridor-style building with shared community bathrooms, consisting of mostly double occupancy rooms and some single rooms. Barnhardt can house nearly 100 students and was renovated in 2010. The first floor of Barnhardt Hall also houses some faculty/staff offices, classrooms, meeting space and the Queens Chronicle offices.

Belk Residence Hall (1954) honors the late Mrs. William Henry Belk, alumna, trustee and benefactor. The building was renovated in 2009.

Belk is a corridor-style building with community bathrooms and double occupancy rooms that can house approximately 80 students. Belk Hall houses both new and returning students.

Hayes Residence Hall (1914) is one of the original five buildings on campus. The building is named for Queens alumna and Board Trustee Miriam Cannon Hayes '37. The Lily Long Lobby in Hayes Hall is named for Miss Lily W. Long, president from 1891 to 1899. Hayes is a suite-style building accommodating nearly 70 students. With two double rooms with an adjoining bathroom, Hayes is primarily used to house returning students. Hayes Hall was fitted with all new furniture throughout the building in 2009.

North Residence Hall (1967) provides apartment residences for juniors and seniors at Queens. Though not contiguous with the main campus, North is located approximately a half-a-mile from the center of campus on the "Queens Corridor." North can accommodate approximately 70 students in one, two, and three bedroom apartments.

Wireman Residence Hall (2001) is Queens' largest residence hall named for the late Billy O. Wireman, President of Queens from 1978-2002. Wireman is a suite-style building accommodating 225 students in both single rooms and double rooms with adjoining bathrooms. Wireman is primarily used to house returning students. The Greek Village is located on the lower level of Wireman and includes seven lodges for sororities and fraternities.

Hall Brown Overcash Residence Hall (1962) is used to house both first year and returning students. It was renovated in 2008 and can accommodate approximately 120 students in a corridor-style building with community bathrooms, mostly double residence rooms and a limited number of triple rooms. Rex's Lair, a popular meeting and programming space, is located on the first floor of Hall Brown Overcash. Hall Brown Overcash Residence Hall anchors the west end of the residential quad.

Centers and Institutes

THE CENTER FOR ADVANCEMENT OF FACULTY EXCELLENCE (CAFE) is a resource-rich environment for faculty that focuses on best practices in teaching and learning. It offers technological resources and expert consultation to support diverse teaching strategies, and training in innovative pedagogical techniques, experiential learning, and classroom strategies. The CAFÉ sponsors a variety of professional development programs, training and activities for faculty to help faculty explore and exploit opportunities and resources to enhance learning, research, and other aspects of academic life.

THE CENTER FOR ACTIVE CITIZENSHIP

The **Center for Active Citizenship** engages students, faculty, and staff around service to the larger community. The Center unifies existing service programs under one umbrella and initiates new initiatives that bring together students, faculty, staff, and local community organizations.

THE CENTER FOR ETHICS AND RELIGION

The mission of the **Center for Ethics & Religion** is to educate the Queens community and the broader community on ethics and religion through dialogue, paying particular attention to the intersection of those two aspects of our lives.

THE MYRTA PULLIAM CENTER FOR INTERNATIONAL EDUCATION

The Myrta Pulliam Center for International Education administers study abroad opportunities including the John Belk International Program which includes options for students to study abroad on short-term faculty-led programs, semester and year-long exchanges, language immersion programs, and international internships. The Myrta Pulliam Center for International Education also offers services to the Queens' international student population including immigration support for F-1 visa holders.

THE CENTER FOR LATINO STUDIES

The Center for Latino Studies supports multidisciplinary and multifaceted projects with the common mission of promoting understanding of the Latino experience in the United States, with a particular emphasis on North Carolina's Piedmont region. The Center creates an intellectual and physical space for research, cultural exploration, and dialogue. Scholars, students, and leaders, both local and national, are invited to explore the meaning of the

"Hispanization" of the Southeastern United States

for our communities and for our future.

THE CENTER FOR PROFESSIONAL DEVELOPMENT
The Professional Development Center of the McColl School of Business delivers non-credit, certificate programs and other short course offerings directed toward business professionals.

THE EXECUTIVE LEADERSHIP INSTITUTE
The **Executive Leadership Institute** of the McColl School of Business provides customized executive education and brings the quality, relevance and expertise of the McColl School to the business community.

QUEENS LEARNING INSTITUTE
The **Queens Learning Institute** offers cultural and intellectual programming to members of the Charlotte community. We bring distinguished faculty, highly-acclaimed local experts and world-renowned speakers to campus to discuss topics that are intellectually stimulating or take participants on a cultural journey. The Queens Learning Institute produces annual conferences in the fields of estate planning and human resources, partners with other university departments to provide community lectures and events and manages the Queens Learning Society speaker series.

School Executive Leadership Academy (SELA)
SELA is a partnership between the Cato School of Education, the McColl School of Business, Charlotte-Mecklenburg Schools (CMS) and other surrounding districts, designed to accelerate the flow of qualified leaders for our schools. It is unique in several ways. It combines the expertise of the School of Business in developing leaders with the expertise in education provided by the School of Education and personnel from the school districts. Successful participants can receive the North Carolina school executive license in 14 months and can earn 18 graduate credit hours.

Additional Centers found under Student Services

THE CENTER FOR STUDENT SUCCESS
THE HEALTH AND WELLNESS CENTER
THE LEVINE RECREATION CENTER

Undergraduate Student Life

Queens University of Charlotte realizes that, as important as academic activities are, much of a student's education occurs outside the classroom. Day-to-day living experiences and campus activities are valuable components of a well-rounded education and central to what makes Queens so special. Students learn and grow by becoming active participants in the life of the campus community. This participation can take many forms, including student government, Greek life, our honor code system, residential living, diversity programming, health & wellness services and our wide array of student organizations and campus traditions.

With over 65 clubs and organizations, seven national sororities and fraternities, including two historically African-American sororities, three different residential living style options (room, suite and apartment), and over 150 years of traditions to draw from, the out of class experience at Queens can rival that of any institution of its size. Our Student Government Association is well funded and positioned to distribute resources to clubs and organizations for the purpose of engaging students in the traditional undergraduate experience. The Department of Student Life works closely with all branches of SGA to make sure those funds are being utilized in ways to enhance the quality of student life at Queens University of Charlotte. Our students consistently rate their undergraduate experience among one of the most engaging in the country.

To learn more about our Department of Student Life, and the many cherished traditions at Queens University of Charlotte, visit the **Student Life** web site. There you will discover information pertaining to the units comprising our Student Life Department (Student Activities, Residence Life, Dean of Students Office, Diversity & Inclusion, Campus Recreation, Jewish Life, The Center for Active Citizenship, Student & Guest Relations, and Health & Wellness) and up to date information on all the programs, services and activities offered at Queens to complement your academic experience.

Athletics

As an NCAA Division II affiliate, Queens University of Charlotte seeks highly skilled and competitive student-athletes and offers athletic opportunities in 22 intercollegiate sports. The women's teams compete in basketball, cheerleading, cross country, golf, field hockey, lacrosse, soccer, softball, swimming, tennis, track and field, triathlon, and volleyball. The men field teams in basketball, cross country, golf, lacrosse, soccer, swimming, tennis, track and field, and triathlon. Queens' student athletes compete in the South Atlantic Conference, a 12-member NCAA Division II league and the Bluegrass Mountain Conference for men's and women's swimming.

Levine Center for Wellness and Recreation
The Levine Center is home to Royals Men's and Women's Basketball, Royals Volleyball, Royals Men's and Women's Swimming, and Triathlon.

Queens Sports Complex at Marion Diehl Park
Royals Field Hockey, Soccer and Lacrosse teams play at the Queens Sports Complex at Marion Diehl Park. The complex is the result of a partnership between Queens and Mecklenburg County with plans to expand and develop an existing 65 acres. Currently, the complex is equipped with a state of the art field house, conference center, and fields for soccer and lacrosse. This year construction will begin on the Royals Tennis Facility. Further improvements will deliver an additional field, a cross country trail, and a fully developed track and field facility and new turf field for field hockey.

Park Road Park, Freedom Park, and McAlpine Park
In addition to our partnership at the Queens Sports Complex at Marion Diehl Park, Park Road Park is home to our Royals Softball practices and games. Currently, Royals Men's and Women's Tennis use Freedom Park tennis courts as their home for practices and matches. Finally, our Royals Cross Country team uses McAlpine Park, a regionally recognized course, as its training and meet facility.

Students are encouraged to support the Royals teams. Admission to all home athletic events is free with a current Queens Student Identification Card. Students are asked to join the Royals Pride Program and earn exclusive Queens gear by attending athletic events.

Honor Associations and Awards

Several organizations have been established at Queens to recognize high achievement, both in scholarship and in campus leadership. Janusian Order is an honorary organization that was established at Queens in 1937. *Janusian Order* includes students selected from the junior class on the basis of outstanding leadership, citizenship and scholarship exhibited during their sophomore year at Queens. *Mortar Board* is a national senior honor society. Mortar Board recognizes those students who have demonstrated not only outstanding scholarship but who have made significant contributions as leaders. *Student Marshals* are students who have achieved academic excellence. Students are selected as Student Marshals each year following fall term on the basis of class rank from a list of eligible degree candidates who are taking a fulltime course load. They serve as ushers in academic processions at official University events. *Who's Who Among Students in American Universities and Colleges* recognizes noteworthy student leaders on campuses throughout the country and registers them in a national collegiate publication. The students are selected on the basis of scholarship, leadership, citizenship, participation in co-curricular activities and the promise of future contributions to those areas.

IN ACADEMIC DISCIPLINES

- **Alpha Psi Omega** is the largest dramatic honor society in the country and began a chapter at Queens in spring 1994. Membership is based on points accrued by working in either the performing or technical aspects of theatre. Work may be done at Queens or in professional community theatres.

- **Beta Beta Beta**, the National Honorary Biological Society, promotes interest in the biological sciences and keeps students aware of new developments in the field. The Tau Tau chapter is affiliated with the N.C. Academy of Sciences. Membership eligibility is based on academic achievement.

- **Beta Gamma Sigma**, an international honor society, recognizes the outstanding academic achievements of students enrolled in collegiate business and management programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

- **Lambda Pi Eta**, the national communication honor society, recognizes outstanding students for excellence in communication studies and promotes professional development among students in the Knight School of Communication.

- **Pi Sigma Alpha,** the National Political Science Honor Society, is the only honor society for college students of political science and government in the United States. The goal of this organization is to stimulate scholarship and interest in the subject of government by providing tangible recognition to students who have excelled in the field.

- **Psi Chi** is a national honor society whose purpose is to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.

- **Sigma Delta Pi**, the National Collegiate Hispanic Honor Society (Sociedad Nacional Honoraria Hispánica), founded in 1919 is the largest foreign-language honor society and the only honor society devoted exclusively to students of Spanish in four-year colleges and universities. The Omega Epsilon chapter at Queens supports the society's mission to honor high academic achievement in the study of Spanish and other college-level subjects and to promote a greater interest in and a deeper understanding of the Spanish language and Hispanic cultures. Students may contact the department to apply for membership.

- **Sigma Tau Delta**, the International English Honor Society founded in 1924, recognizes high achievement in the discipline of English, including language, literature, and writing. The Queens chapter, Alpha Pi Kappa, was organized in 2008 to provide cultural stimulation on the campus and promote interest in literature and the English language in the Charlotte-Mecklenburg community. To be eligible for membership, a student must have reached second- semester sophomore status, have a minimum 3.0 GPA overall, and have completed at least two English classes at the 200-level with at least a 3.2 GPA in all English courses.

- **Sigma Theta Tau International,** the Honor Society of Nursing, was founded in 1922. The Mu Psi Chapter-at-Large, co-sponsored by the Presbyterian School of Nursing at Queens, recognizes students who have demonstrated superior academic achievement and leadership potential. Undergraduate students meeting these criteria are invited to be inducted after they have completed at least half the nursing component of the Bachelor of Science in Nursing program.

- **Tau Upsilon Alpha** is the national honor society for human services whose purposes are to honor academic excellence, to foster lifelong learning, leadership and development and to promote excellence in service to humanity.

- **Kappa Delta Pi,** International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. The Queens chapter was founded in 2014 to encourage students to work together to learn more about education and share that knowledge with others. To be eligible students must have completed at least 30 credit hours of collegiate course work, have at least 12 credit hours in education course work programmed, in progress, or completed and have a cumulative grade-point average of 3.0 or greater.

AWARDS

In addition to membership in campus honor associations, Queens University of Charlotte recognizes a number of other honors and awards, including the Dean's List, graduation with honors, creative writing awards, various other academic awards and athletic citations and the Diana Award.

The Algernon Sydney Sullivan Award is presented to those who exemplify high standards of service. Since 1948, the New York Southern Society has granted to Queens University of Charlotte the privilege of bestowing two Algernon Sydney Sullivan awards each year, one to an outstanding graduate and a second to a member of the community.

Mr. Sullivan, a distinguished lawyer and the first president of the Society, had such outstanding qualities of moral courage and personal inspiration that the Society created these awards to honor him and to commend others who might exemplify similar qualities.

Student Services

THE CENTER FOR STUDENT SUCCESS

The Center for Student Success provides integrated services fostering the personal development and academic growth of undergraduate and graduate students at Queens. Assisting students to achieve success academically and to reach their educational goals is our purpose and priority. The Center for Student Success is comprised of the Academic Advising Department, Writing and Learning Services, Supplemental Instruction, and Student Disability Services. There is no charge for the services provided in the Center for Student Success. The Center is located on the first floor of Knight-Crane Hall.

The Academic Advising Office
Undergraduate students benefit from working with faculty and professional academic advisors who assist students in decision-making, career preparation and understanding Queens' culture. All students are assigned a faculty advisor who will work with them to discuss topics such as major and minor requirements, general education requirements, careers and internships in students' majors, course registration and approval. Professional academic advisors serve as a resource regarding University policies, academic regulations, and assisting students in setting and attaining academic goals.

Writing and Learning Services provides peer tutoring primarily in introductory level courses and small group tutoring labs for mathematics, sciences, and accounting. We offer limited tutoring in high demand upper level courses such as Organic Chemistry and Writing for Biology. Supplemental Instruction, led by an S I leader, is available in introductory chemistry classes, CHM 111 and CHM 112 as well as PHY 201, PHY 212, and BIO 201. The SI program is continuing to grow and more courses will be added in the future. In addition, specifically identified tutors provide consultations to enhance students learning skills in time management, note-taking, test-taking, and reading comprehension.

Tutors are Queen's students who have done well in the courses for which they tutor and who have been recommended by a faculty member to provide this level of learning support and participate in on-going training. Peer Tutoring Services is a College Reading and Learning Association (CRLA) certified peer tutoring program.

The Writing Center is staffed by faculty and peer writing consultants. The purpose of the program is to facilitate student participation in all aspects of the writing process by refining key skills and developing habits of success as well as writing proficiency. Writing consultants have been selected based on the recommendation of faculty in intensive writing courses and an evaluation of their ability to write effectively by the Director of Writing and Learning Services. The Director teaches in the First-Year Writing Program.

Students may sign up for tutoring and/or writing appointments by accessing www.queens.mywconline.

The Office of Student Disability Services at Queens University of Charlotte provides reasonable accommodations and auxiliary aids/assistive technology to students with a documented disability under the American with Disabilities Act (amended 2008) and Section 504 of the Rehabilitation Act of 1973. Such accommodations may include modifications in the classroom, residential halls and University sponsored programs or activities. SDS provides services to students with a wide range of disability including: learning disabilities, ADHD, psychiatric and physical disabilities, visual and hearing impairment, plus students with specific medical conditions.

In order to access the rights provided through the ADA (amended 2008) and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of a student with a disability to self-identify by contacting the Office of Student Disability Services and following the appropriate procedures for requesting accommodations. Reasonable accommodations cannot be put into place until documentation is reviewed and the student is deemed qualified as a person with a disability under the ADA. Accommodation decisions are made on a case-by-case basis. Students requiring auxiliary services (interpreter, alternative text format) are asked to request this accommodation at least one month in advance so that arrangements can be made in a timely manner.

The Office of Student Disability Services is located in the Center for Student Success in Knight-Crane 102F. To inquire about receiving accommodations,

please contact:

Director of Student Disability Services
SDShelp@queens.edu
Phone: 704.337.2508
Fax: 704.688.2764

For information visit http://www.queens.edu/Life-on-Campus/Student-Disability-Services.html

Appeal and Formal Grievance Procedure for Students with Disabilities

Queens University of Charlotte strives to maintain the highest standards of integrity of upholding the rights of persons with disabilities provided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). These federal laws mandate that no otherwise qualified person, by reason of disability should be denied access to, participation in, or benefits of, or be subjected to, discrimination under any programs or activities offered by the University. Queens University of Charlotte has adopted both an Informal and Formal Disability Grievance Procedures. Any student, who believes that he or she has been discriminated against on the basis of his or her disability or has been denied access to a program or activity or provided a reasonable accommodation required by the law, may make a complaint under these procedures. These procedures can be found on the Student Disability Services website.

VANDIVER CENTER FOR CAREER DEVELOPMENT

VANDIVER CENTER FOR CAREER DEVELOPMENT provides comprehensive resources and support that help students and alumni attain professional goals. The office provides one-on-one career advising, access to an extensive online job board, resume and cover letter writing assistance, networking opportunities, career events and much more. We develop relationships with top employers for both internships and jobs.

The Queens Internship Program prepares students with the knowledge, hands-on experience and confidence they need to become effective professionals ready for the global stage. The office works with students to make sure they're getting the most out of each experience by focusing on learning, mentorship and employer engagement.

HEALTH SERVICES AND COUNSELING

Mission
The Health and Wellness Center (HWC) provides wellness, medical, and mental health services to all full- time Traditional Undergraduate Students enrolled in the University. The Health and Wellness Center, in conjunction with Student Life, provides, promote, and supports programs and services consistent with the mission of the University, integrating the physical, emotional, and intellectual health and wellness of each student and the Queens community at large. We strive to empower students to identify and manage their health and wellness needs by providing evidence-informed education.

Medical Services
In addition to general medical care for acutely ill or injured students, available services include: routine physical or gynecological examinations (fee for service), contraception services, free pregnancy testing, confidential STD and HIV testing, routine immunizations (fee for service), international travel consultation and immunizations, laboratory testing on-site or through Labcorp Laboratories (Fee for service. LabCorp will file for reimbursement from student's insurance provider. Student is responsible for non-covered charges), referral to a network of physicians and treatment facilities in the Charlotte area, and educational programming and outreach.

Mental Health Services
The HWC offers individual counseling, group counseling, and referral to a network of specialists, including psychiatrists and treatment facilities in the Charlotte area. Counselors also provide educational programming and outreach to the Queens community. Counselors are licensed in the state of North Carolina and are capable of addressing the general mental health concerns that may present while in college. These concerns may include the following: adjustment to college, stress and anxiety, body Image / self-esteem, depression, family conflict, relationship concerns, sexual concerns /rape, abuse, sleep or appetite disturbance, suicidal thinking, grief, learning how to support family and friends in crisis, and alcohol / drug abuse.

Health and Wellness Procedures
Eligibility for Services
Health and Wellness Center (HWC) services are available to all full-time Traditional Undergraduate

Students (TUGS) currently enrolled at Queens University of Charlotte.

Right to Privacy
The HWC staff is committed to protecting your medical information. We maintain separate medical and counseling records of the care you receive. These records allow us to provide you quality care and to comply with legal requirements.

Integrated Treatment Model
HWC staff works as an integrated treatment team to provide quality care. While medical and counseling information is confidential, the staff may at times discuss aspects of your care with other members of the treatment team in order to provide the highest quality of services. In emergency situation, the HWC staff may refer you to another clinician or hospital; vital information may be shared with these health care providers.

Release of Information
Identifying personal health information will not be given to parents, friends, outside medical doctors, partners, roommates, University faculty or staff and employers unless:

- Written permission and/or a release to disclose health information has been signed by you.
- When there is serious and foreseeable harm to you or others.
- You indicate that there is reasonable cause to believe that a child or a dependent adult has been abused.
- A court orders HWC staff to disclose confidential information about you. If this happens, HWC staff will first ask that the court drop their order. If they refuse to drop their order, HWC staff will disclose only the minimum amount of information we deem necessary to satisfy the court's order.
- You waive the privilege by bringing charges against HWC staff.

As Required by Law. We will disclose health information about you when required to do so by federal, state, or local law.

Right to Inspect and Copy. You have the right to inspect and copy health information. Usually, this includes medical and billing records, but does not include counselor's clinical progress notes. To inspect and copy health information you must submit your request in writing to the HWC. If you request a copy of the information, we may charge a fee for the costs of copying, mailing or other supplies associated with your request.

We may deny your request to inspect and copy in certain very limited circumstances. If you are denied access to health information, you may request that the denial be reviewed.

Adult client medical and counseling records are disposed of seven years after last appointment.

Right to provide suggestions, complaints.
Please direct comments to: Jill Perry, RN, MSN, Director of Student Health and Wellness Services at 704.337.2387.

If you have any questions concerning your rights and/or ethical treatment by your counselor, or if you wish to file a complaint, please contact the following: National Board of Licensed Professional Counselors at www.ncblpc.org or phone 919.661.0820.

Financial Responsibility
Health and Wellness services are available regardless of health insurance status or insurance carrier. While most services are free, charges incurred for services performed at the Health and Wellness Center must be paid at the time of service. Fees can be paid by cash, check, or by billing your student tuition account.

For counseling, a brief model is utilized and a limited number of free counseling sessions can be offered (10 sessions per year) to each TUG. Counselors have the discretion to increase number of sessions if clinically necessary.

Appointment Responsibility
To receive medical care, appointments are encouraged and walk-in visits are accommodated when possible. The physician is on campus two days a week and appointments are required. Appointments are necessary for counseling sessions. Appointments can be made by calling the HWC at 704.337.2220.

Please remember to cancel and reschedule appointments 24-hours before your appointment. A pattern of missed appointments may lead to termination of services.

Participation
You are encouraged to fully participate in your health/counseling treatment. Counseling sessions typically last 50 minutes. During the intake appointment, the counselor will address your concerns and discuss options with you. The number and frequency of sessions will be determined by both the client and counselor.

Counseling is a voluntary act, and you have the right to choose a counselor that best suits your needs. We will do our best to accommodate your needs within our scope of practice, but if long-term or specialized therapy is indicated, we will make every reasonable effort to find a referral source in the community. If a counselor determines that a student is not making progress with a counselor at the HWC, or is non-compliant with counseling recommendations and referrals, the counselor may refer that student to an off-campus mental health provider.

After Hours Care
For students requiring medical or mental health care when the HWC is not open, resources are available on and off campus. Campus Police are on duty 24/7 and can be reached at emergency extension 2911 or 704.337.2306. In addition, there is a Queens First Responders Team that Campus Police or a resident advisor (RA) can contact in the event a treatment decision needs to be made.

Health Requirements for University Admission
Students are required to submit a complete medical history, recent physical, and documentation of state required immunizations to the HWC. Requirements and forms can be downloaded from
http://www.queens.edu/Documents/Campus%20Life/Student-Medical-Form.pdf

There is a $100 late fee if forms are not complete and received by the deadline. Failure to comply with this requirement will result in removal from all classes within 30 days of the beginning of classes. No tuition refunds will be granted.

All records must be on file to receive medical treatment at the HWC.

Queens Student Health Insurance
Queens University of Charlotte requires all full time Traditional Undergraduate Students and Presbyterian School of Nursing (PSN) students to carry individual health and accident insurance. Queens is pleased to offer an affordable and comprehensive plan.

For additional information on the Student Health Insurance plan, please refer to the tuition and fees section of this catalog.

LEVINE CENTER FOR WELLNESS & RECREATION

The Levine Center provides facilities for student wellness, recreation and athletics including basketball and volleyball courts, an aquatic center, locker rooms, sports-performance and sports medicine facilities, a student lounge and food area, and a ballroom. There are also studios for dance and exercise, a walking/jogging track, and a fully-equipped fitness center with cardiovascular machines, strength equipment, free weights and a functional training area with both wall-mounted and machine-mounted TVs.

STUDENT STORE

The **Student Store** sells books, academic supplies, accessories and apparel as well as software and hardware for students. The Student Store is located in the Trexler Student Center.

CHILD CARE OPTIONS

Queens University of Charlotte recognizes that many of our students who attend classes are parents or care givers of children. Queens' policy prohibits students from bringing children to campus, taking them to class or leaving them unattended on Queens' property. Several options are available for childcare services: Through the ***Child Development Center*** at Presbyterian Hospital, students may enroll children in evening childcare from 5:45 – 9:00 pm. If you would like additional information on this service, please contact Hayworth School of Graduate and Continuing Studies at 704.337.2314. Another child care option is available through the Department of Student Life at Queens.

The ***Queens Service Referral List*** provides names and contact information for undergraduates seeking part-time employment, their availability, area of expertise (childcare, house care/sitting, pet care/sitting, lawn care, tutoring with specific content area), and access to transportation. New lists are generated each fall, spring, and summer and are available for $25 each. To obtain a list, send a self- addressed, stamped #10 envelope along with a check for $25 made payable to Queens University of Charlotte,

1900 Selwyn Avenue, Morrison 214 - SRL, Charlotte, NC 28274. Additional information is available at 704-688- 2794.

CAMPUS POLICE

The **Queens Campus Police Department** is comprised of professionally trained men and women whose purpose is assist the campus community in providing for a safe environment in which live, learn, and work. The professionally trained departments consist of sworn police officers, security officers, and civilian support personnel. Members of the department are available 24 hours a day, 365 days a year.

INFORMATION TECHNOLOGY SERVICES

IT Services manages hardware, software and network services to support the academic and administrative mission of the University. Among services provided are:

Online Services
All enrolled students receive a Queens account used to log in to MyQueens (my.queens.edu), email & calendar (mail.queens.edu), OneDrive document storage & collaboration (onedrive.queens.edu), MyCourses for access to course information, assignments, and discussions (mycourses.queens.edu), MyAccount for class schedules, billing, and grades (myaccount.queens.edu), and more.

Wireless Internet Access
Wireless Internet access (QU-Wifi) is available in all campus buildings and some outdoor areas, including South Lawn and Trexler Courtyard. Guests and visitors to campus may connect to the QU-Guest network in public areas of campus (QU-Guest is not available in residence halls). Wired network connections are available in most residence hall rooms and are recommended for multimedia devices like gaming consoles and streaming players (Apple TV, Roku, and others).

Microsoft Office
Students may download a free version of Microsoft Office for use during their time as a Queens student. Enter the search term "Student Advantage" at helpdesk.queens.edu for instructions to download and install this free resource.

Support Requests
Technology support is provided for all University-owned and managed computer systems. Limited support for wired and wireless connectivity issues is provided as a courtesy in order to help students gain access to university resources. Students are responsible for support of their personally-owned computer hardware and software. For support requests please contact the IT Services Helpdesk at helpdesk@queens.edu or 704.337.2323.

Print Management
Each semester students are granted a free quota for printing and photocopying using the Follow Me Printing system. Students can print to any Follow Me Printer using university lab & common area computers or can install the Follow Me application to print to university printers from their own computer. Students use their ID cards to release their print jobs at the printing devices. To print beyond the allocated free quota requires students to add funds to their print balance.

Responsibilities
All users of Queen's electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) and all other university technology polices. These policies are available to current faculty, staff and students on the IT Services site at its.queens.edu.

The approval of the IT Services department is required before adding any network equipment (such as routers) that might alter or degrade the University network. All computers connecting to the Queens network must run current anti- virus software.

Classroom and Lab Computing
Mac & PC computers are available for student use in several computer labs & common areas throughout campus, including in Everett Library, Dana, Sykes, Jernigan, Rogers, and more. A full list of available student computing spaces is available on the ITS web site at its.queens.edu.

For more information about Information Technology Services, visit the ITS web site at its.queens.edu.

Everett Library

Everett Library is located in the center of main campus, providing easy access to both commuters and resident students. The library comprises 32,000 sq. ft. on three floors and houses two computer labs, seven group study rooms, a makerspace with video and audio recording studio as well as a presentation room, SKYPE room, quiet study room, large conference room, and a collaborative learning center with casual group seating in seven distinct learning areas with white boards. The library can seat more than 300 learners, and offers 58 computers, audio and video recording equipment, mobile whiteboards, and other equipment. Wi-Fi access is available throughout the library for students and guests, and three large printers are available for scanning, printing, and copying needs. The library is also home to the Center for Advancement of Faculty Excellence, the Coffee House, and a satellite location for the Center for Student Success.

The library's Information Desk is staffed during all operating hours, 93 hours per week. Librarians are available to assist students and faculty from 8:00am to 6:00pm Monday through Friday, and evenings or weekends by appointment. Library resources include 43,745 print books, access through subscription to over 240,000 e-books, 1,726 videos in house, and access to more than 20,000 streaming videos online. The library maintains course reserves at the main Information Desk which includes DVDs, audiobooks, and print books selected by faculty. Ongoing subscriptions to 133 databases for student and faculty research, and 101 print journals support research and discovery. The online catalog, electronic databases, information literacy tutorials, and research guides are available 24/7 at library.queens.edu. The interlibrary loan service provides additional resources to students and faculty.

Everett Library Coffee House

Visit the coffee house and enjoy a break to refuel. There are additional meeting rooms in the coffee house, a vibrant patio, and access to Wi-Fi.

Rena Harrell Special Collections Room

The Rena Harrell Special Collections Room, named for Queens' first librarian, houses several historical collections including the Bible given to Rena Harrell by King George VI.

Friends of the Library

The Friends of the Library at Queens began in 1971 and promotes year round literary and cultural events. Their gifts to Everett Library provides funding for books, technology, and special projects.

Military and Veteran Services

NC Serves- Queens University of Charlotte is a proud partner of NCSERVES, It is a network of 50 + providers that assist our military veterans, spouses, and dependents with legal, employment, education, financial assistance, healthcare, housing, legal, support groups, mentoring, sports & fitness, spouse & family support, and volunteering.

Veterans Students Organization- Queens University of Charlotte has recently created QU4Troops. The veteran organization goals are to educate the Queens community on veteran issues, establish a network of veterans to mentor incoming veteran students. The student veteran organization is here to make your transition to college life as smooth as possible and rewarding. We offer support to our active, guard, reserve, and our veteran alumni.

Veterans Affairs (VA) Work Study- Queens University of Charlotte offer Veteran Affair Work Study. You must be at least ¾ times student pursuing a college degree. The number of applications depend on the availability of VA work at Queens University of Charlotte. Veterans with service connected disabilities of at least 30% may be given priority.

Yellow Ribbon- Queens University of Charlotte is a Yellow Ribbon School. After the Student has reached the amount allocated by their chapter benefit to cover their tuition and fees, the school will cover up to $6,000 dollars and the VA will match that amount to cover the remaining balance; leaving the benefit holder no out of pocket expenses.

ACE Transcript Evaluation- The military transcript evaluation is a process that include several steps. The registrar office will evaluate the transcript with the assistance and approval of the College officials.

Certifying Official- Located in Student Financial Services is the Veteran Affairs Certifying Official. Our Certifying official work diligently with our military student to help them maximize the use of their educational benefits. The certifying official will certify classes that the student utilizing benefits are enrolled in.

Class Absence due to Active Training
Reservists, who are called to active training during a semester, should contact the military/veterans liaison once training dates are known. The liaison will work with the student in the official notification of the student's course instructors. The student should contact the instructors to make arrangements for any missed assignments.

Withdrawals for Students Called to Active Duty during a Semester
Reservists, who have been called to active duty during a semester, may elect one of the following options:

1. **Leave of Absence or Withdrawal from the University**
    a. Tuition and general fees will be fully refundable.
    b. Room and board will be prorated based on the number of weeks. To be eligible for a room and board refund, a student must return their room key to the Residence Life Office.
    c. The student will be responsible for fees/charges such as health services charges, library fines, parking fees/fines, etc.
    d. The unearned portion (prorated based on the termination date) of health insurance premium will be refunded to the student. A copy of the active duty orders (form DD 220 or similar document) from the military must be provided to the Office of Student Financial Services. Claims submitted/paid prior to the termination date would still be covered.
    e. If the student is receiving federal or state financial aid, the university may be required to return federal and state aid funds. If the student has received a refund check for these funds a balance may result that must be repaid to the university.
    f. To be eligible for a refund under these guidelines, the student must:

        i. Submit to the Registrar's Office a completed leave of absence/withdrawal form. On this form clearly state "called to military active duty."

ii. Submit a copy of his or her call-up papers to the Registrar's Office. These orders will serve as documentation for the refund of tuition and fees.
iii. The effective withdrawal date will be the last day the student attends classes.
iv. The Registrar's Office will notify the certifying official and the Student Financials Office of the student's withdrawal from the University.

2. **Incomplete Grade Option**
A student who is called to active duty at the end of a semester may want to consider receiving grades of incomplete. The student should speak with each of his/her instructors to determine if a grade of incomplete is warranted. Things to consider are:

- The nature of the course work and assignments that will be missed;
- The ability to complete missing course work; and
- The timing of due dates on the course work.

Students will have a maximum of one year to complete the outstanding course work. If a student fails to complete the course work, the incomplete grades will be converted to grades of "F". Should grades of incomplete be assigned, the student will not receive a refund on tuition.

Students called to active duty who are currently receiving financial aid must meet with the VA Certifying Official in the Office of Student Financial Services before leaving Queens. A student may need to repay financial aid funds that were disbursed to cover tuition, fees and room and board for the period the student will not be enrolled.

Students who fail to take care of these responsibilities prior to leaving Queens may have their academic and financial aid impacted.

Students Receiving Federal Military Tuition Assistance

For students who receive federal military tuition assistance and withdraw, the institution is responsible for returning any unearned TA funds received through 60% of the term (no matter the reason for withdrawal). A student who withdraws due to a military service obligation will not be held liable for any unearned TA funds that must be returned by the institution. The student must submit his/her military service obligation papers to the Registrar's Office so that the reason for withdrawal can be documented.

As an example, let's assume a student is a junior enrolled in 3 courses for the fall term and has received $2,250 in TA funds. If the student withdraws from all of his/her classes on October 1st, the following would be the calculation:

Days in August (assuming term start date is August 29th): 3

Days in September: 30

Days in October: 0

Total days enrolled & attending: 33

Total days in term (assuming term ends December 9th): 103

33 days divided by 103 days = .320

Multiply total amount of TA received of $2,250 by .320
$2,250 X .320 = $720

Student would be able to keep $720 and the university would have to return $1,530

Student Rights and Responsibilities

It is the responsibility of the student to know and follow these policies as well as other policies in this Catalog and in other University print and online publications.

*See also **Undergraduate Academic Policies** and **Graduate Academic Policies***

The Honor Code

Queens University of Charlotte is firmly committed to principles of honor and prides itself on the spirit of trust that exists among all of its members. At the very heart of Queens University of Charlotte is the Honor Code. The Honor Code is based on the principle that a spirit of trust should pervade all aspects of student life. Its essence is that any violation of the Honor Code is an offense against the community.

The Honor Code at Queens University of Charlotte is the keystone of the University's belief that its students should act honorably and responsibly in all aspects of life, both on and off campus. The Honor Code incorporates the high principles of honor and integrity in both personal conduct and academic work. The purpose of the Honor Code is to assist in the development of mature individuals who act responsibly at all times and to promote a community based on the principles of responsible citizenship, mutual trust and respect. The Honor Code is binding on all members of the University community and applies to all phases of life at the University.

An effective Honor Code depends upon each student adhering to the spirit and letter of its principles. It demands accountability on the part of all students for their actions. Queens' students are responsible for their personal conduct at all times and shall be subject to review, including possible suspension, for behavior that discredits themselves or the University.

As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Code:

As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.

Academic Pledge: I pledge truthfulness and absolute honesty in the performance of all academic work.

Community Pledge: I pledge to be truthful at all times, to treat others with respect, to respect the property of others and to adhere to University policies.

Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional or inappropriate behavior, academic dishonesty, and plagiarism.

The Judicial Process

Suspected violations of the academic portion of the Honor Code should be reported to the office of the Associate Provost and Dean of University Programs. Suspected community violations should be reported to the Dean of Students' office. Reported violations of the Honor Code can be adjudicated by the Honor Council or Campus Judicial Board. Full information on the process is available in the **University Honor Code Booklet**.

Student Complaint Policy

Queens University of Charlotte is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, the University has developed procedures for students to pursue grievances within the university community, should such action become necessary. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator has the right to file a written complaint without prejudicing his or her status with the University.

Definition
A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established university procedures.) Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow university policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, and then the faculty member's dean, before filing a written complaint.

A nonacademic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. Nonacademic grievances may include discrimination or an alleged infringement upon the rights of an individual by a university employee, student or student organization, but are not limited to that type of allegation.

The student must first have attempted to resolve the issue by approaching the person(s) involved, and then the appropriate dean or supervisor, before filing a written complaint.

Disability Discrimination
Any student who believes that a University employee has discriminated against him/her due to a disability should file a grievance with the Director of Student Disability Services within ten days from the date of the alleged incident. For the complete process and policy information see ***Student Disability Services***.

Process
The student is encouraged to attempt and resolve all grievances at the lowest possible level. The student first discusses the problem or complaint with the person whose decision or action is being contested and then the person's dean or supervisor. If the grievance cannot be resolved at that level the student can submit a formal complaint in writing.

A complaint must be based on a claimed violation of a university rule or policy that has not resolved through ordinary processes. Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.) The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a university rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will ensure that the complaint receives a timely response. The results of complaints appealed to this level are final and may not be further appealed. The Provost and Vice President for Academic Affairs will keep on file a record of each complaint, its nature and resolution.

- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Dean of Students. The Dean of Students will ensure that the complaint receives a timely response. A record of each complaint, its nature, and resolution, will be forwarded to the Academic Affairs office. Students should also see the Student Handbook.

Student Disability Services

The Office of Student Disability Services at Queens University of Charlotte provides reasonable accommodations and auxiliary aids/assistive technology to students with a documented disability under the American with Disabilities Act (amended 2008) and Section 504 of the Rehabilitation Act of 1973. Such accommodations may include modifications in the classroom, residential halls and University sponsored program or activity. The Office of Student Disability Services believes that students are their own best advocate and works with students to develop their advocacy skills. SDS provides services to students with a wide range of disability including: learning disabilities, ADHD, psychiatric, physical disabilities, vision impairment, hearing impairment, and medical conditions.

In order to access the rights provided through the ADA (amended 2008) and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of a student with a disability to self-identify by registering with the Office of Student Disability Services and by providing appropriate documentation. Reasonable accommodations cannot be granted until documentation is reviewed and the student is deemed a qualified person with a disability. Accommodation decisions are made on a case-by-case basis. Students requiring auxiliary services (interpreter, alternative text format) need to request this accommodation at least one month in advance so that arrangements can be made in a timely manner.

The Office of Student Disability Services is located in the Center for Student Success in Knight-Crane 102 F. To inquire about receiving accommodations, please contact:

Director of Student Disability Services Phone: 704.337.2508
Fax: 704.688.2764
For information visit http://www.queens.edu/Life-on-Campus/Student-Disability-Services.html

Appeal and Formal Grievance Procedure for Students with Disabilities

Queens University of Charlotte strives to maintain the highest standards of integrity of upholding the rights of persons with disabilities provided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). These federal laws mandate that no otherwise qualified person, by reason of disability should be denied access to, participation in, or benefits of, or be subjected to, discrimination under any programs or activities offered by the University. Queens University of Charlotte has adopted both an Informal and Formal Disability Grievance Procedures. Any student, who believes that he or she has been discriminated against on the basis of his or her disability or has been denied access to a program or activity or provided a reasonable accommodation required by the law, may make a complaint under these procedures. These procedures can be found on the Student Disability Services MyQueens website.

Class Absences

Students who anticipate absences as a result of pregnancy, childbirth, recovery from any related conditions, or parenting should consult with the department chair.

Intellectual Property Policy

Adopted: 2009-2010 / Revised: 2011

I. Purpose of the Policy

Queens University of Charlotte encourages the production of creative and scholarly works known broadly as intellectual property. These works may create rights and interests on behalf of the creator, Queens University of Charlotte, and others. The purpose of this policy is to support research and scholarship and to help administer intellectual property matters and the rights and responsibilities of all involved.

II. Application of the Policy

This policy applies to works created by all classifications of faculty, staff, and students of the university and to non-employees such as consultants and independent contractors who create works on behalf of the university, unless a written agreement exists to the contrary.

Queens does not assert a property interest in materials that result from the creator's pursuit of traditional teaching, research, creative, and scholarly activities. However, in those cases where substantial institutional resources are provided to support the faculty project or teaching, Queens may assert ownership or other property interests; these situations should be addressed through specific agreements with the producers of the works. Queens desires its employees to have ownership in their works to the greatest extent possible without detriment to the university.

III. Definitions

A. Intellectual property includes, but is not limited to, the following, whether or not patentable or register able under statute:

(1) Copyrightable material produced from creative and scholarly activity, such as texts (manuscripts, manuals, books, articles); videos and motion pictures; music (sound recordings, lyrics, scores); images (print, photographs, electronic); art (painting, sculpture, theatrical work, literary work); and computer or electronic software (programs, databases, web pages, courseware); and

(2) Patentable works such as processes, machines, manufactures, compositions of matter, devices, formula, inventions, designs, and software excluded from copyright; and Trademarked materials, such as words, names, symbols or logos, domain names, trade dress, and slogans or any combination of words, including those adopted by the university to identify itself and to distinguish itself and its sponsorship from others; and

(3) Trade secrets.

B. Faculty refers to full-time and part-time faculty, including adjunct faculty. Staff refers to classified employees, administrative staff, and students who are hired for or assigned specific creative work by the university. Students may be staff members for some purposes and not for others. If they are paid as student assistants, for example, or given grants to do specific research, they are staff. Students receiving general scholarship or stipend funds would not normally be considered staff.

C. Assigned Duty refers to a task or project undertaken as a result of a specific request or direction or as part of expected job responsibilities. Such a task would in most cases include specific instructions, approval of work product, and general oversight. A faculty member's general obligation to teach a class, research a topic, or produce scholarly writing on a subject would not fall into this category. Work produced as an assigned duty of a staff member is considered a work for hire and will be owned by the university. If copyrightable work-for-hire materials are marketed, a staff member will not ordinarily share in the royalties from sales of the work. Faculty may be engaged in work for hire by special agreement.

D. Teaching materials, including online and distance learning materials, created by faculty without substantial use of university resources or special agreement remain the property of the faculty member. If the development of the course materials has made substantial use of university resources and absent a provision in the special agreement, the university and the faculty member will co-own the property rights and both will retain a non-exclusive license to use these materials in educational settings, even if the faculty member leaves the university. Should there be any commercial potential for the materials developed with substantial use of university resources, the faculty member and university shall share in any revenues.

E. Intellectual Property Committee refers to the committee composed of two faculty representatives appointed by Faculty Council and one representative appointed by the Office of Academic Affairs or Office of the President, charged with administering this policy and with resolving disputes over the ownership of intellectual property faculty member and university shall share in any revenues.

E. Intellectual Property Committee refers to the committee composed of two faculty representatives appointed by Faculty Council and one representative appointed by the Office of Academic Affairs or Office of the President, charged with administering this policy and with resolving disputes over the ownership of intellectual property.

IV. Ownership and Use

In keeping with the view that one of the university's primary benefits to society is the production of original works by its faculty, staff, and students, and in order to best encourage such activity, it is the general policy of Queens that intellectual property shall be the property of the author or creator. Except as set forth below, the creator of intellectual property shall retain his/her rights, and the university shall not assert ownership rights. For students and others who develop creative works collaboratively, ownership will be joint unless the parties have a prior written agreement.

The university may assert ownership rights to intellectual property under the following circumstances:

- Development was funded as part of an externally sponsored research program under an agreement that allocates rights to the university.
- A faculty member or student was assigned, directed, or specifically funded by the university to develop the material, and the university has negotiated an agreement with the creator providing funds, release time, or other agreed-upon consideration.
- Material was developed by staff members in the course of employment duties and constitutes work for hire under U.S. law.
- Development required substantial use of university resources (e.g., facilities, equipment, funding) or more than ordinary use of university resources for that discipline. "Substantial resources" requires use of resources of a degree or nature not routinely made available to all faculty or faculty in that discipline.
- The intellectual property created is more integral to, and reflects more directly on, the identity of Queens University of Charlotte than on the identity of the individual who created it. Examples of this kind of material are alumni bulletins, newsletters, fundraising materials, and any material that prominently uses the trademarks or logos of the university. Queens owns or has a proprietary interest in any trademark, service mark, design, or logo registered or unregistered, that represents or identifies Queens, its programs, or services. Unauthorized use is strictly prohibited. All authorized use inures solely to the benefit of Queens University of Charlotte.

V. Applicability of the Policy

This policy applies to all faculty, staff, students, visiting faculty and researchers, and employees and visitors covered by sponsored program agreements or other contractual agreements. This policy sets forth the rights and obligations of Queens with respect to all intellectual property, including intellectual property created prior to the effectiveness of this policy.

The overriding principle underlying this Intellectual Property Policy is to encourage creativity and inventiveness, so Queens reserves the right to allow some flexibility in applying this policy on a case-by-case basis. Ownership and use of materials developed pursuant to a special agreement between the university and the creator will be governed by the provisions of that agreement.

VI. Administration of the Policy

The administration of this policy shall reside with the Intellectual Property Committee.

VII. Dispute Resolution

Questions about application of this policy may be referred to the Intellectual Property Committee. Should any disputes arise as to the ownership of intellectual property, the parties shall be entitled to appear before the Intellectual Property Committee and to present evidence with respect to the disputed ownership. The committee's written determination shall contain the basis for its decision and recommendation. The university president, on his/her own motion or at the request of any interested party, may review the committee's determination. The president may affirm, modify, or reject any determination of the committee. The decision of the president is final.

University Technology Policies

The Queens University of Charlotte network is provided as a service to students, faculty, staff, and other members of the Queens community. Maintained by the university's Information Technology Services Department (ITS), the network supports the educational and service mission of the university. It is the responsibility of all users of the Queens network to know these guidelines and act accordingly when utilizing these resources.

All users of Queens electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) and all other university technology polices. These policies are available to current faculty, staff and students on the ITS web site: its.queens.edu.

IT Services must approve any network equipment (such as routers) that might impact the network. All computers connecting to the Queens network must run current antivirus software. *For more information.* Please contact the IT Services helpdesk at helpdesk.queens.edu, helpdesk@queens.edu by calling 704. 337.2323

Q-Alert Emergency Notification System

QAlert is the emergency notification system that we use to notify the campus community of an emergency, inclement weather, or class cancellations. It sends messages about the status of a given situation, as well as other details the campus needs to know. Students, faculty and staff are automatically registered for QAlert through the university's enterprise resource management system. To review and/or update your contact information--including your cell phone number for text messages--please go to myaccount.queens.edu and log in using your network user name and password. Then click the "Update Your Contact Information" button in the middle of the page.

Student Records—Annual Notice

Directory Information

The following information on individual students is considered Directory Information and is public: full name, addresses (home, local), telephone numbers, email address, date of birth, major field of study, dates of attendance at Queens University of Charlotte, enrollment status (undergraduate or graduate; full-time or part-time); class year (senior, junior, etc), date of graduation, degrees, honors and awards received, participation in officially recognized University activities, student organizations, and sports, photographic, video and electronic images of students taken and maintained by the University, height and weight of student athletes. This public information may be released or published without the student's consent. However, it is the policy of Queens University of Charlotte to refuse to release information to private firms or mailing lists.

Directory Hold

Students who do not wish this information made public must inform the Registrar's Office, requesting a "Directory Hold" in writing within 10 days of the start of the term. The Registrar's Office will notify other University offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. Requests for student data from agencies such as HEW, OEO and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

Confidential Records

All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the University and which is other than public material, as defined above, is considered confidential. Confidential information includes, but is not limited to, the following items: academic evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores and other academic work.

Official Records

Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the University and intended for the use of the University or available to parties outside the University. Official records do not include the following: letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others.

Access to Official Records

Queens University of Charlotte, in accordance with the Family Educational Rights and Privacy Act of 1974 permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each enrolled or former student of Queens University of Charlotte has the right to inspect and review official educational records or files of the University directly relating to that student. (Note: Files on individual students are retained for five (5) years after the student leaves the University. Only the Queens academic transcript is kept indefinitely.)

Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The right to access does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to University officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading or in violation of privacy or other rights, and to correct or delete inaccurate, misleading, or inappropriate material. Queens University of Charlotte recognizes that the Family Educational Rights and Privacy Act of 1974, as amended, does not intend to exclude release of information regarding dependent students' academic progress/grades to their parent or guardian if such information is requested. Queens also recognizes the student's right to specify that information regarding academic progress/grades not be released to parent(s)/guardian(s). Written notification must be made to the Registrar.

Record of Immunization Law

North Carolina law requires individuals attending a college or university, whether public, private or religious, to receive certain immunizations. The registrar of the college or university is responsible for assuring the required immunizations have been received by all new (undergraduate and graduate) students enrolling in college each fall. The statute applies to all students **except** students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses (classes beginning after 5 p.m.)
- Weekend courses
- No more than four day credit hours in on-campus courses

If at any time the above student status changes to: on-campus courses, course load of more than four (4) credit hours, on-campus residence, and/or enrollment in day-time courses, a Certificate of Immunization or record of immunization must be presented on or before the date the person first registers for a quarter or semester.

Colleges and Universities

Vaccine	Number Doses Required Before School Entry*
Diphtheria, tetanus and pertussis	3 doses
Polio	3 doses
Measles	2 doses
Mumps	2 doses
Rubella	1 dose
Hepatitis B (Hep B)	3 doses

*Please read below for further information

Diphtheria, tetanus and pertussis
Three doses are required for individuals entering college or university. Individuals entering college or university for the first time on or after July 1, 2008 must have had three doses of tetanus/diphtheria toxoid; one of which must be tetanus/diphtheria/pertussis.

Polio
Three doses are required for individuals entering college or university. An individual attending school who has attained his or her 18th birthday is not required to receive polio vaccine.

Measles
Two doses at least 28 days apart are required for individuals entering college or university. The requirement for a second dose does not apply to individuals who entered school, college or university for the first time before July 1, 1994. A person who has been diagnosed prior to January 1, 1994 by a physician (or designee such as a nurse practitioner or physician's assistant) as having measles (rubeola) or an individual who has been documented by serological testing to have a protective antibody titer against measles is not required to receive measles vaccine. Individuals born before 1957 are not required to receive measles vaccine except in measles outbreak situations.

Mumps
Two doses are required for individuals entering college or university. A physician's diagnosis is not acceptable for mumps disease(s). Individuals must be immunized or have laboratory confirmation of disease or have been documented by serological testing to have a protective antibody against mumps. Individuals born before 1957 are not required to receive the mumps vaccine. Individuals that entered college or university before July 1, 1994 are not required to receive the vaccine. Individuals that entered school, college, or university before July 1, 2008 are not required to receive the second dose of mumps vaccine.

Rubella
One dose is required for individuals entering college or university. A physician's diagnosis is not acceptable for rubella disease(s). Individuals must be immunized or have laboratory confirmation of rubella disease or have been documented by serological testing to have a protective antibody titer against rubella. Any individual who has attained his or her fiftieth birthday is not required to receive rubella vaccine except in outbreak situations. Any individual who entered college or university after his or her thirtieth birthday and before February 1, 1989 is not required to receive rubella vaccine except in outbreak situations.

Hepatitis B
Three doses are required for individuals entering college or university. Hepatitis B vaccine is not required if an individual was born before July 1, 1994.

Required vs. Recommended
North Carolina law requires children receive certain vaccines. But in order to be fully protected from vaccine-preventable diseases, children should receive all age-appropriate immunizations.
For more information about vaccine preventable diseases and immunizations recommended, please refer to the Centers for Disease Control and Prevention (CDC), the Advisory Committee on Immunization Practices (ACIP), and the Immunization Action Coalition.

N.C. Exemptions

North Carolina law provides for two types of exemptions from required immunizations. They are medical and religious.

Medical Exemption
G.S.130A-156. Medical exemption.
The Commission for Health Services shall adopt by rule medical contraindications to immunizations required by G.S. 130A-152. If a **physician licensed to practice medicine in this State** certifies that a required immunization is or may be detrimental to a person's health due to the presence of one of the contraindications adopted by the Commission, the person is not required to receive the specified immunization as long as the contraindication persists. The State Health Director may, upon request by a physician licensed to practice medicine in this State, grant a medical exemption to a required immunization for a contraindication not on the list adopted by the Commission.

Medical exemptions can only be requested by a **physician licensed to practice medicine in North Carolina**. If a physician determines the need to request a medical exemption from a required immunization for a patient and needs assistance, they should contact the North Carolina Immunization Branch at (919) 707-5550.

- Medical Exemption (PDF, 517 KB) (DHHS 3987)

Use this form for true contraindications and precautions, i.e. those recognized by the Commission for Health Services.

- Physician's Request for Medical Exemption (PDF, 41 KB) (DHHS 3995)

Use this form for contraindications and precautions not recognized as valid.

Religious Exemption
G.S.130A-157. Religious exemption
If the bona fide religious beliefs of an adult or the parent, guardian or person in loco parentis of a child are contrary to the immunization requirements contained in this Part, the adult or the child shall be exempt from the requirements. Upon submission of a written statement of the bona fide religious beliefs and opposition to the immunization requirements, the person may attend the college, university, school or facility without presenting a certificate of immunization.
There is no form for requesting religious exemptions in North Carolina. To claim a religious exemption, the parent or person requesting the exemption must write a statement of their religious objection to immunization, including the name and date of birth of the person for whom the exemption is being requested. This statement would then be provided to schools, child care programs, camps, etc. in place of an immunization record. If a family is requesting a religious exemption for more than one child, a separate statement should be prepared for each child. Statements of religious objection to immunization do not need to be notarized, signed by a religious leader, or prepared by an attorney. They do not need to be submitted to the state for review or approval.

Personal Belief
10A NCAC 41A .0403 Non-Religious Personal Belief No Exemption:
Except as provided in G.S. 130A-156 and G.S. 130A-157, and 10A NCAC 41A .0404 and .0405, no child shall be exempt from the requirements of 10A NCAC 41 .0401; there is no exception to these requirements for the case of a personal belief or philosophy of a parent or guardian not founded upon a religious belief.

Resources
Additional text from North Carolina rules and laws on immunizations, including text suitable for printing, can be found on our N.C. Rules and Laws page.

Class Behavior Policy

In order to foster a positive learning environment, students are expected to behave and participate in class in a civil and respectful manner. A faculty member has the right and responsibility to remove any student from his or her class who, by the student's disruptive, demeaning, or discourteous behavior, impedes the class.

When a student is removed from class, the faculty member will communicate the length of time of removal to that student. The faculty member will at that time notify his or her Dean and the Associate Provost and Dean of University Programs, in writing, that the student has been removed from class, the length of time of the removal, and the reason why.

A student removed for one calendar week or less may not appeal the removal. A student removed for a period of time beyond one calendar week, including up to the balance of the semester, may appeal in writing to the Dean of the class involved within seven calendar days after being removed from class. Should the Dean deem it appropriate, he or she may seek an informal resolution to the matter. Should the Dean not seek an informal resolution, or should such informal resolution fail, the matter will be formally considered by a committee appointed by the Provost and Vice President of Academic Affairs consisting of two faculty members and the Dean. The committee will give a written recommendation to the Provost and Vice President for Academic Affairs, who will make the final decision.

A student may be subject to appropriate grade sanctions for work missed and absences during the time of removal from class. A student removed from class for the remainder of the semester because of his or her behavior will receive a failing grade for the course. A student removed from more than one class because of his or her behavior may also be suspended or expelled from the university.

University-Recognized Absences From Class

Students are expected to attend class. However, the university recognizes that students must occasionally miss class for university-recognized activities (e.g., performances, academic conferences and competitions, athletic conferences and competitions, etc.) or for unavoidable and sometimes unanticipated personal reasons (e.g., illness, personal injury, death in the family, jury duty, religious holidays, and duties associated with military service). While individual instructors set specific attendance policies and penalties in each class, the following policy applies to both absences for university- recognized activities, as described above, and unavoidable personal absences, as described above.

University-recognized and unavoidable personal absences will typically count towards the maximum number of allowed absences in the course; therefore, students should be careful not to use their allotted absences for other reasons.

The university does not require faculty members to distinguish between "excused" and "unexcused" absences. Consequently, individual faculty members may request corroboration for the reason for a specific absence in order to decide how to weigh absences in the grading scale or to make exceptions to their written attendance policy.

The university is committed to fair, non-discriminatory treatment of all students in all matters. Faculty should reasonably accommodate students who must be absent for university-recognized absences.

Student Responsibilities:

Students should recognize that excessive absences from class for any reason will be detrimental to the student's performance and that it may be necessary to decline a university-sponsored activity in order to ensure consistent class attendance and high academic achievement. Missing classes for university-sponsored activities may ultimately lower the student's grade.

For non-emergency absences that can be anticipated in advance, students must inform the faculty member no later than one week before the anticipated absence in order to receive consideration for make-up work or other accommodations, and preferably at the beginning of the semester after the course syllabus has been

distributed.

Students should consult their university-sponsored obligations, religious, and other calendars when registering for a course to avoid class times and days that will cause conflicts. For absences related to sudden personal illness or injury, students must inform the faculty member before the class meeting if at possible and no later than three days after the onset of illness or injury in order to receive the privilege of make-up work or other accommodation. Exceptions can be made at the discretion of the faculty member.

Students must adhere to deadlines for the make-up work and any other stipulations connected to the make-up work or accommodation. When possible, assignments should be completed in advance of the absence.

Students who miss classes for an extended period of time (generally, more than the equivalent of 25% of the course) should consider withdrawal from the university.

Faculty Responsibilities:
Faculty must not discriminate against any student in the application of this policy and must apply the policy consistently. Faculty will provide students with a syllabus in each course before the drop/add deadline, clearly showing scheduled major assignments and exams and stating the attendance policy for that class. Faculty will avoid changing the date of a major examination; if the date must be changed, faculty will notify students no less than one week in advance. If the class meets at a time other than the designated course time for service or enrichment activities or other reasons, faculty must accommodate all students who cannot attend for university-recognized reasons. Typical accommodations for students who have been absent for university-recognized reasons include but are not limited to the following: rescheduling of a quiz or exam, allowing make-up work, creating alternative assignments, meeting with the instructor, and allowing late work.

Scheduler Responsibilities
University officials responsible for scheduling activities and events for students at which their attendance is required will make every effort to avoid conflicts with classes. Students should not be pressured to miss class to attend events at which their presence is not absolutely required. For athletic events generally, students should only miss classes when they will participate in those events. In working out a student's class schedule, her or his advisor should make every effort to avoid potential conflicts with university-recognized activities.

Student ID Cards

Student ID cards are required for all Queens students. The Campus Police Department located in the Stultz building prepares photo ID cards valid for the academic year. ID cards are required to check out books in Everett Library, enter academic facilities after hours, access meal plans in our dining facilities, enter residence halls and parking deck for residential students, and to use the athletic facilities.

Parking

All students must register their vehicles and obtain a parking decal for your designated parking area. Please use the **online registration site.** Please take your vehicle registration and Queens' ID to the Campus Police Office to receive your parking decal. See the Campus Police Department for current parking rules and regulations.

The Traditional Undergraduate Program

The Traditional Undergraduate Program offers curriculum and services designed for entering first year and transfer students seeking full-time enrollment. These students **do not meet any of the following criteria**:

- Work full time and have no housing requirement
- Is a veteran or active military who has no housing requirement
- Is claiming independent financial aid status and have no housing requirement
- Desire part-time study and have one of these criteria: no housing requirements, work full time, or financially independent status
- Already have a 4 year degree, and are looking to complete a second degree
- Are a non-degree student

If the student meets any of the listed criteria, he/she must apply through the Hayworth School.

Most traditional undergraduates live in residence halls and are enrolled full-time. A full range of student life activities and student services are available to students in this program, the Center for International Education, the internship program, the Honors Program, and Pre-Professional Programs.

Admission

High School Preparation
Students considering application to Queens should follow a college-preparatory program in an accredited or approved high school. Four units of English, three units of Mathematics, two units of History/Social Studies, two units of science, which must include one laboratory science and two units of a foreign language are recommended basic preparation.

Freshmen Admission
All prospective students apply for admission to the Traditional Undergraduate Program through the Undergraduate Office of Admissions.

Application
Application forms may be obtained online by visiting www.queens.edu/admissions.

To be considered for admission, candidates must provide a completed application that includes an essay, official high school transcript, official standardized test scores from the College Board and/or the ACT as well as a letter of recommendation. The admissions office reserves the right to request additional information in order to better understand an applicant's goals and match for the university.

In evaluating an application, the Admissions Committee considers the applicant's high school record with special emphasis placed on the quality and amount of college preparatory work; recommendations from the secondary school; scores from the Scholastic Assessment Test (SAT) or the American College Testing Program (ACT); the student's own stated objectives; and community service or co-curricular activities.

SAT and advanced placement test applications and information about testing dates may be obtained from secondary school counselors or from The College Board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639. The College Board's Web site is www.collegeboard.com. The College Entrance Examination Board (CEEB) code number for Queens University of Charlotte is 5560. ACT applications and information about testing dates may also be obtained from secondary school counselors or from ACT Records, P.O. Box 451, Iowa City, Iowa 52240. The ACT code number for Queens University of Charlotte is 3148. The ACT Web site is www.act.org.

Admission Deadlines

The university operates within two admissions decision plans: Early Action (non-binding) and Regular Decision.

Early Action (non-binding) — Students who apply by the December 1 Early Action application deadline and complete their application by submitting all requested information will receive an admissions decision to their application by mid-December. These students are not required to commit to the university until the National College Decision Date of May 1. Students are considered for all financial aid programs and the competition for admission is the same as in the Regular Decision Application Plan.

Early Action	
Application Deadline:	December 1
Decision Notification: (no later than)	December 15
Decision Deadline:	May 1

Regular Decision – Students who apply by the Regular Decision application deadline and complete their application by submitting all requested information receive an admissions response no later than mid-April. These students do not have to commit to the university until the National College Decision Date of May 1.

Students are considered for all financial aid programs and the competition for admission is the same as in the Early Action Admissions Plan.

Regular Decision	
Application Deadline:	March 1
Decision Notification :(no later than)	mid-April
Decision Deadline:	May 1

Enrollment deposits will continue to be accepted until the class is full.

Students accepted to the university are requested to notify the Office of Admissions of their intent to enroll by May 1. Students reserve their place in the incoming class by submitting an enrollment deposit of $300 and submitting the Statement of Intent. This deposit is refundable until May 1.

Alumni Admissions Representatives

Local alumni representatives are available to talk with prospective students in a number of cities throughout the country. Their names and addresses may be obtained from the Undergraduate Office of Admissions.

Campus visits

Prospective students and their families are encouraged to visit Queens. They are welcome at any time, but will find visits more beneficial if they are scheduled when the university is in session. The Undergraduate Office of Admissions is open from 9:00am-5pm on weekdays throughout the year and on selected weekends for on campus programming. Each year a series of visitation days are scheduled for prospective students and parents. Interested students should visit www.queens.edu/visit for more information.

Transfers

Queens welcomes transfer students from other regionally accredited colleges and universities. They may apply for admission for the fall or spring term. Applicants must provide an official transcript from each high school and college/university they have attended to Queens University of Charlotte Undergraduate Office of Admissions. Transfer applicants must also submit a Statement of Good Standing form from the Dean of Students at the last college or university in which they were enrolled.

Priority Transfer Application	
Deadline for fall semester:	July 1
Priority Transfer Application	
Deadline for spring semester:	November 1

If a student is transferring to Queens with fewer than 24 transferable credit hours, they must provide an official copy of their SAT or ACT scores. Transfer students are expected to have followed the recommended high school curriculum and to have maintained a minimum 2.000 average on a 4.000 scale in previous college work. For liberal arts and science courses completed at other accredited institutions, credit usually will be

transferred if the grade earned is C or better.

Courses transferred from two-year institutions are classified as either 100- or 200- level courses. Queens University of Charlotte participates in the comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System.

International Student Admission

International students apply through the Traditional Undergraduate Admissions. Applications for admission can be found on-line at www.queens.edu/admissions.

All International students must submit the following in order to be considered for admission to Queens University of Charlotte:

1. Transcripts: Secondary school transcripts in a language other than English are to be translated into English by an official at the school issuing the transcript, or by a certified translator. If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES) www.wes.org.

2. Standardized Test Scores: SAT, ACT, TOEFL or IELTS is required with a minimum score of:
   a. 550 (written test) - TOEFL
   b. 213 (electronic test) - TOEFL
   c. 79 (internet based test) – TOEFL
   d. 6.0 – IELTS

   In lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program, which can be found at www.els.com.

3. Certificate of Finances: A certified financial statement indicating the amount of funds available for their education in the United States.

4. Personal Essay explaining why a student would like to attend Queens and to verify his/her ability to write and communicate in the English language.

Application deadlines for international students are July 1 for fall enrollment and November 1 for spring enrollment. To indicate their intent to enroll, international students who have been accepted to the University are asked to send a non-refundable enrollment deposit of $1,000.

Full acceptance into the University is required before an I-20 may be issued. International undergraduate students must be enrolled in at least 12 credits in order to be eligible for an F-1 student VISA.

Non-Degree Students

Students (age 23 and older) interested in taking selected courses in non-degree status should see the **Hayworth School** section of this Catalog.

Visiting students

Regularly enrolled students in good standing at other colleges and universities may apply as visiting (transient) students at Queens. Generally, a visiting student is admitted for only one term; however, visiting students may re-apply for additional terms. Application materials may be obtained from the Undergraduate Office of Admissions. Students must have an official from the parent institution submit a letter stating that the student is enrolled in the institution, is in good standing, and has permission to enroll in courses at Queens to be transferred back to the parent institution.

Accelerated Admissions

Students with superior academic records may apply for admission during their junior year in high school. They must submit transcripts, recommendations and SAT scores or ACT scores and schedule an interview with an admissions counselor. In some states, local school authorities will grant a high school diploma after a year of college work; any such agreement is the responsibility of the student and the local authorities. A student also may obtain a high school equivalency certificate by examination. For students who have made plans for graduate school or professional study, accelerated admissions is one way of

shortening the time before they can begin their careers.

High School Dual Enrollment
Any student who is a junior or a senior in a Charlotte-Mecklenburg area secondary school may enroll for courses at Queens during any term when recommended by the secondary school. Credit earned under the dual-enrollment program may be used at Queens or another institution as college credit when the student enrolls as a degree candidate. A high school student who wishes to dual enroll must apply through the Undergraduate Office of Admissions.

Home Schooled Students
Students who have followed a home school curriculum must follow all guidelines for freshmen admission. Evidence that the home school program is registered with the home state is also required. Particular consideration will be given to co- curricular involvement, test scores and any writing samples the student may wish to share. Should the Office of Admissions deem necessary, a personal interview with an admissions counselor may be requested.

Medical History
All applicants who accept the University's offer of admission must submit a complete medical history, including a physician's certified record of immunizations prior to the start of classes. For complete information on the University's medical history requirements, please refer to the Health and Wellness section of this catalog. Medical forms can be obtained on the Web site at http://www.queens.edu/Admissions-and-Financial-Aid/Undergraduate-Admissions.html

Readmission

A student who has withdrawn in good academic standing and who wishes to return to Queens may apply for readmission by submitting a Readmit Application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a Statement of Good Standing from the Dean of Students office. In addition, original transcripts of any work attempted at other institutions must be sent to the Office of Admissions.
*See **Transfer Credit Policies***

A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions. All readmission applicants must supply a personal statement to the Office of Admissions clearly outlining the reasons why they wish to re-enroll and how they plan to contribute in a valuable manner to the Queens community.

The Traditional Undergraduate Program

Degree Requirements

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees. While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life. Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

Minimum Hours for the degree
Students must earn a minimum of 120 hours for a baccalaureate degree.

Generally no more than 60 academic credit hours transferred from two year institutions may be applied to the minimum 120 hours required for graduation. However, transfer students holding an associate degree from the North Carolina Community College system may transfer up to 64 credit hours.

No more than four credit hours in physical education may be applied towards the 120 hours required for graduation.

General Education Requirements
Students are required to satisfactorily complete all General Education. See General Education.

Major Requirement
Students are required to satisfactorily complete all requirements for a major with a minimum cumulative grade point average of 2.000 in all work in the major. The major GPA is calculated using the grades of all courses specifically required for the major including any required electives. Where the major allows a student to choose from a group of courses and the student takes more than the minimum required, the course(s) in that group with the highest grade will be used in the calculation. At least 50 percent of the credit hours required for the major must be earned at Queens.

Upper Level Hours Requirement
Students are required to earn at least 36 credit hours at the 300 level or above. (Credits transferred from a two-year college, regardless of the course equivalency or requirement satisfied; do not apply to the 36 credit hour requirement.)

Minimum Cumulative Grade Point Average
Students are required to have a minimum cumulative grade point average of 2.000 in all work at Queens.

Last 30 Hours
Students must complete the last 30 hours at Queens or in a Queens approved program or at an international institution with the prior approval of the Center for International Education.

Foreign Language Proficiency Requirement
All students whose native language is English must demonstrate competency in a foreign language through the 102 level in order to earn the bachelor's degree. Competency may be demonstrated through a placement examination administered by the foreign language department or by successfully completing a three-hour course in that language at the 102 level or above.

Honor Code
Students must be in good standing with the Honor Code at the time the degree is awarded.

Residency Requirements
Every student earning a first baccalaureate degree must complete at least 45 credit hours of the degree at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-BSN track in the BSN program.

RN-BSN Track Candidates
RN-BSN track candidates must complete at Queens at least 32 of the 120 credit hours required for graduation.

Second Degree Candidates
Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens at least 31 of the 120 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors
Students must complete at least 60 hours at Queens to be eligible for graduation with honors.

Convocation Requirement
Students must attend all Convocations held annually.

Assessment Requirement
Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

Internship Requirement
The internship experience at Queens is designed to help students explore interests and make purposeful career choices, while gaining practical experience within the real world. An internship is a planned and supervised out-of-class work experience where a student uses the skills, knowledge, and theories developed in the classroom setting in a real-world professional work environment. In addition to onsite internship experience, students are expected to complete associated academic coursework on topics covering professionalism, industry and business scenarios.

All traditional undergraduate students are required to participate in a two credit-hour prerequisite course (INT 201) and a total of four credit hour internship experience (INT 401 and INT 402; or INT 403) before graduation. Music Therapy, Nursing Majors, Education Majors and transfer students with 36+ hours are EXEMPT from this graduation requirement (unless required by major or minor). No more than 12 hours of internship credit (including INT 201) shall be counted towards the 120 hours required for a bachelor's degree.

Sophomore year, students complete a prerequisite preparation course, INT 201 Career Connections, which engages undergraduate students in the professional and career related skills that will prepare them for internships and future employment

To receive academic credit for an internship, the student must enroll in INT 401 or 402 and also submit a Queens Internship Contract to the Internship & Career Programs office for approval. Students interested in participating in a third internship can take INT 404.

Programs for Academic Enrichment

The Preyer Honors Program

The Preyer Honors Program at Queens offers intellectually curious and academically capable students the chance to deepen, broaden, and otherwise enhance their Queens education. The Program's curriculum balances Honors-only seminars, taken in the first and last years, with courses taken for Honors credit that fulfill degree requirements, through the MyChoice contract option. The Program is designed to offer the kind of flexibility and academic freedom that will allow students in all degrees and majors to participate.

The Preyer Honors Program provides a high degree of freedom for academically talented and motivated students. It is open to all students regardless of the major program of study and provides qualified students with an opportunity to work at an advanced level on topics of interest. The work in honors courses is designed to challenge gifted students and help them improve their critical thinking skills, their research methods, and their ability to argue a claim persuasively. This enriching experience is also excellent preparation for further study at the graduate level.

The Honors experience begins with a shared Honors seminar that is exploratory, interdisciplinary, and writing-intensive. Next, Honors students participate in at least two Queens Learning Communities for Honors credit. In addition, the MyChoice contract offers Honors students the chance to take departmental courses for Honors credit, and students deepen their departmental capstone course to qualify it as an Honors project. In their final year at Queens, Honors students join together for an Honors-only Learning Community capstone course, and they present their Honors project findings to the wider community (campus, civic, or intellectual) through Honors Connects. Upon completion of the Preyer Honors Program requirements, the words "With Honors" are added to the diploma.

Preyer Honors Program Outcomes
The Preyer Honors Program is designed to foster the following competencies and traits:

- Students integrate intellectual curiosity into their academic sense of self.
- Students demonstrate communication fluency using multiple modes of expression.
- Students investigate complex problems using interdisciplinary approaches.
- Students engage in collaborative work that serves common good.

Admission to the Preyer Honors Program
Any admitted student may apply for the Preyer Honors Program. Selection is competitive and based on both demonstrated academic ability and evidence of intellectual curiosity. Any student who has a minimum cumulative GPA of 3.25 after any semester, including the first, may apply for acceptance into the Preyer Honors Program. Students in the Program must maintain a cumulative GPA of 3.25 for courses taken at Queens to remain in Honors. Students with grades of Incomplete are ineligible to participate in the Preyer Honors Program unless granted special permission from their advisor and the Honors Director.

Preyer Honors Program Requirements

HNR 110: Honors Gateway Seminar ***OR*** HNR 120: Honors Seminar
One departmental course, for Honors credit (through the MyChoice option)
QCP 400H: Honors: Culminating Experience
Departmental capstone, with for Honors credit (through Capstone Contract)
HNR 400: Honors Connects

PLUS , two of the following three courses:
QLC 175H: Honors: Exploring Connections
QLC 275H: Honors: Analyzing Disciplines
QLC 375H: Honors: Engaging Communities

The John Belk International Program

The John Belk International Program, administered by the Center for International Education, offers students the chance to broaden their global perspective, experience another culture, and discover another part of the world. All full-time students in the Traditional Undergraduate Program who are in good standing with the University, have a minimum cumulative GPA of 2.000, and have third-year status are eligible to participate in the John Belk International Program.

The John Belk International Program provides a generous grant to help cover expenses for most program options for students who meet eligibility requirements. Juniors who have been fulltime students in the Traditional Undergraduate Program at Queens for fewer than four semesters at the time of the program may participate by paying a prorated supplement. Others - part-time students, Hayworth School students, students who wish to have a JBIP experience before they are eligible to do so, or those that wish to have multiple JBIP experiences - may participate at their own expense on a space-available basis.

The Center for International Education provides several options for students to see the world:

- Short Term Faculty-Led Programs: These courses, led by Queens faculty, generally last two to three weeks. Most begin with a semester-long preparation class on- campus. Others are structured so that most instruction is done while abroad. Programs are worth 4 total credits. A variety of options are available each year.
- Semester or Year Long Programs: Queens is a partner of International Student Exchange Programs (ISEP) and has several other exchange partnerships, allowing Queens students to study for a semester or year in over 50 countries around the world.
- International Internships: The Center for International Education has internship options available around the world and can work with students interested in creating their own international internship. These internships can fulfill Queens' internship requirement,
- Language Immersion: Students who have taken the equivalent of Intermediate Level 1 of foreign language classes may participate in a language immersion for four weeks in a variety of locations around the world. Language immersion options are also available for semester long programs.
- Summer Programs in France: Students can spend four weeks studying Business and European Union Studies at the Ecole de Management in Strasbourg, or at ESSCA in either the Paris program, or the multi-location program in Angers, Brussels and Paris. Students typically earn 5-7 credits for these 4-week programs that begin in June.

Each spring, rising juniors* identify the programs that best fit their interests and academic needs and apply. Many programs are competitive for space. Students normally participate following completion of the spring semester of their junior year.

Requirements and Qualifications for JBIP Programs
At the time of application all applicants must:

- be sophomores in no less than their fourth regular semester of University study or be on track to have Junior standing at the time of participation; *first year business majors may apply to participate in the Summer Programs in France during the summer between sophomore and junior years to accommodate professional internships in the final summer.
- have a minimum of 52 earned hours at the beginning of the Fall Term or a minimum of 65 earned hours by the end of the Fall Term;
- have a minimum cumulative GPA of 2.000;
- be in good standing with the University.

In order to participate in the John Belk International Program all applicants must also:

- have a minimum of 52 earned hours at the beginning of the Fall Term or a minimum of 65 earned hours by the end of the Fall Term of the year of participation;

- maintain a minimum cumulative GPA of 2.000 through the term immediately preceding their experience

abroad;
- successfully complete any preparatory coursework associated with the program and attend all required pre-departure meetings;
- remain currently enrolled students at Queens;
- remain in good standing with the Honor Code; remain in good financial standing with the University; and
- agree to abide by all University rules and regulations governing the John Belk International Program.

Queens' policy is that students in traditional undergraduate programs are not normally eligible to participate in a JBIP Short Term Faculty-Led Program until the end of their junior year. The only exception is for students who participate in winter term faculty-led programs during their junior year, or students who participate at their own expense if space is available.

Students in JBIP short-term faculty-led courses must enroll in the associated course in the term prior to travel and earn or be on-track to earn a grade of C- or better before travel commences. Any student who earns a grade below a C- will not be eligible to travel with the class. If there is a separate course associated with the travel portion of the program, students must enroll in that course to travel with the group.

Important JBIP Notes:
- Any requests for exceptions to JBIP policies must be directed to the Director of the Center for International Education. Exceptions may incur additional fees.
- All short term programs are offered contingent upon sufficient enrollment and have a limited number of places.
- The JBIP Program provides a grant to cover some expenses of Queens-approved programs for students who meet the eligibility requirements. There are supplemental fees for the more extensive programs. Students participating in a semester or year abroad pay Queens comprehensive tuition, room and board with scholarships and loans still in effect.

For more information visit the Center for International Education in Everett Library or the John Belk International Program Portal Site https://queens.abroadoffice.net

Pre-Professional Advising Programs

Students who wish to prepare for post-baccalaureate professional education in a number of fields are served at Queens by special faculty advisors and Internships and Career Programs. Students are encouraged to consult the appropriate advisor in planning their course work. Such students should, in combination with an individual major, structure a program of study which is recommended as suitable preparation by the faculties and admissions committees of graduate and professional programs.

Law schools do not require or recommend specific majors. They do advise, however, that students examine a wide variety of subjects and ideas which lead to a broad understanding of the political, economic, social and cultural forces affecting our body of law and the society it orders. They also recommend that students develop the skills of logical reasoning, problem solving and effective written and oral communication. Such areas of knowledge are comprehensively addressed in the General Education Program as well as in individual majors. A **Pre-Law Minor** is housed in the Political Science, International Studies, and Sociology Department. Students interested in preparation for legal studies are encouraged to consult the pre-law advisor. Information concerning the Law School Admissions Test (LSAT) is available at Internships and Career Programs.

Seminaries and divinity schools do not require a specific major, but a background in religion and work experience in religious settings offer helpful preparation for study of the ministry. Study and training in communication, psychology, and sociology provide further foundational skills for range of ministerial professions. A **Pre-Ministry Minor** is housed in the Philosophy and Religion Department. Department faculty will work to facilitate excellent pre-professional internships for interested students. Students interested in preparation for study of the ministry are encouraged to consult the pre-ministry advisor.

Health professions schools generally do not require a specific major but do have prerequisite courses in mathematics, the natural sciences and in some cases the social sciences. Students interested in the areas of medicine, dentistry, veterinary medicine or other health related professions should complete a sound liberal arts program in any major while making sure that sufficient and appropriate courses that constitute pre-requisites in their area of professional interest are included.

Students who plan to apply to professional programs should consult with the faculty advisor and should check the admissions requirements for each school to which they might apply as pre-requisite requirements vary. Information about required entrance exams for professional or graduate schools such as the MCAT, DAT and GRE is available from Internships and Career Programs and official websites dedicated to specific professional programs. Please refer to the Pre-Health and Pre-Vet page on the Queens website for more information.

Recommended courses for students in any major who wish to pursue health professional studies after graduation are listed below. Not all majors require a minor and these programs are not intended to meet the minor requirement for graduation. Students should consult the particular graduation requirements for their major to determine if the courses selected within a pre-health professions program fulfill a specific minor.

PRE-MEDICALPROGRAM

Prerequisites for entry to graduate programs vary widely. Students should explore the prerequisites of programs to which they may apply as early as possible during their undergraduate studies.

Required Courses:
BIO 201 Cellular and Molecular Foundations
BIO 303 Foundations in Genetics
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 304, 304L Organic Chemistry II & Lab
MAT 140 Precalculus

MAT 210 Single Variable Calculus I
PHY 211 University Physics I
PHY 212 University Physics II

ENV 225 Data Analysis for Natural Sciences
or MAT 131 Intro Statistics for Social Sciences

Note: Some medical schools request one year of college math whereas other schools list only a statistics course. At Queens, the physics course designed to cover all content for the MCAT is calculus-based. It is strongly recommended to complete the two semester University Physics sequence to best prepare for the MCAT.

In addition to the above, the following courses are recommended:
Natural Science Courses:
BIO 330 Microbiology
BIO 331 Cell Biology
BIO 213 Human Anatomy and Physiology I*
BIO 214 Human Anatomy and Physiology II*
CHM 401 Biochemistry (*Check particular programs to see if lab is recommended)*

There is a one year sequence of biochemistry but most schools recommend one semester of biochemistry:
CHM 403, 403L Advanced Biochemistry I & Lab
CHM 404, 404L Advanced Biochemistry I & lab

**Anatomy and Physiology courses may be recommended for some medical schools but are typically not required*

Social Science and Humanities Courses
Due to changes in the MCAT exam, it is strongly suggested to take courses from these content areas:
ATH 101 Cultural Anthropology
PHL 110 Introduction to Philosophy
PHL 310 Biomedical Ethics
PSY 101 General Psychology
SOC 101 Introduction to Sociology

Languages:
Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.

Business Courses:
Consider a course in business, accounting or economics if you may want to start your own/join a private practice in the future.
ACC 207 Financial Accounting
BUS 218 Communications in Business
ECO 203 Macroeconomics

Total: 40-44 Hrs for required courses.

PRE-DENTAL PROGRAM

Required Courses:
BIO 201 Cellular and Molecular Foundations
BIO 303 Foundations in Genetics
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 304, 304L Organic Chemistry II & Lab
CHM 401 Biochemistry (*Check particular programs to see if lab is recommended)*

You must complete one of the following physics sequences:

PHY 201 College Physics I and
PHY 202 College Physics II
PHY 211 University Physics I and
PHY 212 University Physics I
Note that your physics sequence may be determined by your major. The University Physics sequence requires MAT 210 Single Variable Calculus I as a pre-req or co-req.

In addition to the above, the following courses are recommended:

Math Courses:
Additional math courses may not be needed if the student has sufficient math skills for physics courses. If one or two semesters of math is required for a particular dental school, consider the following:
ENV 225 Data Analysis for Natural Sciences
or MAT 131 Intro Statistics for Social Sciences
MAT 111 Quantitative Business Methods I
MAT 140 Precalculus
MAT 150 Mathematical Explorations

Natural Science Courses:
BIO 330 Microbiology
BIO 331 Cell Biology
BIO 213 Human Anatomy and Physiology I*
BIO 214 Human Anatomy and Physiology II*
**Anatomy and Physiology courses may be recommended for some dental schools but are typically not required.*

Social Science and Humanities Courses:
PHL 310 Biomedical Ethics
PSY 101 General Psychology
SOC 101 Introduction to Sociology

Art Courses:
Many programs recommend courses in 3-D art to assist with DAT examination and dental school curriculum.
ARS 200 Ceramics
ARS 300 Sculpture

Business Courses:
Many dental programs recommend courses in business, accounting or economics.

ACC 207 Financial Accounting
BUS 218 Communications in Business
ECO 203 Macroeconomics

Languages:
Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.
Total: 36 Hrs for required courses.

PRE-VETERINARY MEDICINE PROGRAM

Required Courses:
BIO 201 Cellular and Molecular Foundations
BIO 303 Foundations in Genetics
BIO 330 Microbiology
BIO 324 Animal Nutrition
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 304, 304L Organic Chemistry II & Lab
CHM 401 Biochemistry (Check particular programs to see if lab is recommended)
ENV 225 Data Analysis for Natural Sciences
or MAT 131 Intro Statistics for Social Sciences
MAT 210 Single Variable Calculus I (pre-req or co-req for PHY 211)

Note that math requirements vary for programs which may require 1-2 math courses and may or may not require calculus.

You must complete one of the following physics sequences:
PHY 201 College Physics I and
PHY 202 College Physics II
PHY 211 University Physics I and
PHY 212 University Physics I

In addition to the above, the following courses are recommended:
Math and Related Courses:
Additional math courses may not be needed if the student has taken calculus for physics courses. Be sure to check programs as calculus may not be required and logic may be listed as an option instead of calculus.
MAT 140 Precalculus
PHL 210 Introductory Logic

Natural Science Courses:
BIO 311 Animal Evolution
BIO 321 Animal Behavior
BIO 331 Cell Biology
BIO 213 Human Anatomy and Physiology I*
BIO 214 Human Anatomy and Physiology II*
**Anatomy and Physiology courses may be recommended for some veterinary schools but are typically not required.*

Business Courses:
Consider a course in business, accounting or economics if you may want to start your own/join a private practice in the future.
ACC 207 Financial Accounting
BUS 218 Communications in Business
ECO 203 Macroeconomics

Languages:
Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.

Total: 52 Hrs for required courses.

PRE-PHARMACY PROGRAM

Required Courses:
BIO 201 Cellular and Molecular Foundations
BIO 202 Biodiversity and Ecology Foundations
or BIO 303 Genetics
Note that one elective semester of biology may be required and Genetics is strongly recommended.

BIO 213 Anatomy & Physiology I
BIO 214 Anatomy & Physiology II
Note that only one semester of anatomy and physiology may be required for some programs.

BIO 330 Microbiology
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 304, 304L Organic Chemistry II & Lab
MAT 210 Single Variable Calculus I
MAT 130 Introductory Statistics for Social Sciences or ENV 225 Data Analysis for Natural Sciences
Note that math requirements vary among programs.

You must complete one of the following physics sequences:
PHY 201 College Physics I and
PHY 202 College Physics II
PHY 211 University Physics I and
PHY 212 University Physics I
Be sure to check if one or two semesters of Physics is required for program. PHY 211 and PHY 212 are calculus-based and require MAT 210 Single Variable Calculus I as a pre-req or co-req course. Your physics and math courses may be dependent on the requirements for your major.
COM 200 Public Speaking
Note that some but not all pharmacy schools require a public speaking course.

In addition to the above, the following courses are recommended:

Natural Science Courses:
BIO 331 Cell Biology
CHM 401 Biochemistry (with or without CHM 401L lab) or CHM 403, 403L and CHM 404, 404L Advanced Biochemistry I and II sequence with lab

Business:
Many pharmacy programs recommend courses in business, accounting, or economics.
ACC 207 Financial Accounting
BUS 218 Communications in Business
ECO 203 Macroeconomics

Other Courses:
Many pharmacy programs require or recommend various combinations of other courses which can be covered in the general education courses or in specific electives for history, philosophy, ethics, and social sciences.
ATH 101 Cultural Anthropology
HST: History courses at the 100, 200 and 300 level
PHL 310 Biomedical Ethics
PSY 101 General Psychology
PHL 310 Biomedical Ethics
REL: Religion courses at the 100, 200 and 300 level
SOC 101 Introduction to Sociology

Languages:
Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.

Total: 52-56 Hrs for required courses.

PRE-PHYSICIAN ASSISTANT PROGRAM

Prerequisites for entry to graduate physician assistant programs vary widely. Students should explore the prerequisites of programs to which they may apply as early as possible during their undergraduate studies.

Required Courses:
BIO 201 Cellular and Molecular Foundations
BIO 213 Anatomy & Physiology I
BIO 214 Anatomy & Physiology II
BIO 120 OR 330 Microbiology
Some programs require microbiology for majors which is the BIO 330 Microbiology course.

BIO 303 Genetics
Some programs require or recommend Genetics.

CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
MAT 130 Introductory Statistics for Social Sciences or ENV 225 Data Analysis for Natural Sciences
PSY 101 General Psychology

NUR 105 Medical Terminology
Many but not all programs require a medical terminology course.

Social Science and Humanities:
Many physician assistant programs require 1-2 courses chosen from ethics, history, public health, religion, sociology, economics and/or psychology. This content may be covered in general education courses. Some course suggestions are listed below which meet this requirement.
ATH 101 Cultural Anthropology
ECO 203 Macroeconomics
HLT 200 Introduction to Public Health
HST: History courses at the 100, 200 and 300 level
SOC 101 Introduction to Sociology
PHL 310 Biomedical Ethics
PSY 210 Developmental Psychology
PSY 271 Abnormal Psychology
REL: Religion courses at the 100, 200 and 300 level

In addition to the above, the following courses are recommended:
Math Courses:
Some programs require one math course in addition to statistics.
MAT 111 Quantitative Business Methods I
MAT 150 Mathematical Explorations

Natural Science Courses:
Some programs recommend higher level biology, exercise science, and/or chemistry courses in addition to the required courses listed above. Check the program details to see if organic chemistry and/or biochemistry, and if any physics is required for admission.
BIO 331 Cell Biology
CHM 303, 303L Organic Chemistry I & Lab
CHM 304, 304L Organic Chemistry II & Lab
CHM 401 Biochemistry ((*Check particular programs to see if lab is recommended)*
KIN 314 Exercise and Sport Physiology
PHY 201 College Physics I

Languages:
Consider starting Spanish or continuing it from high school to increase your ability to work with

Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.

Total: 44-48 Hrs for required courses.

PRE-PHYSICAL THERAPY PROGRAM

Prerequisites for entry to graduate physical therapy programs vary widely. Students should explore the prerequisites to PT programs to which they may apply as early as possible during their undergraduate studies.

Required Courses:
BIO 213 Anatomy & Physiology I
BIO 214 Anatomy & Physiology II

Many programs require 1-2 biology courses beyond the anatomy and physiology sequence. Some suggestions include:
BIO 201 Cellular and Molecular Foundations
BIO 120 Microbiology for Health Professionals
or BIO 330 Microbiology
BIO 303 Genetics
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
MAT 130 Introductory Statistics for Social Sciences *or* ENV 225 Data Analysis for Natural Sciences
PHY 201 College Physics I*
PHY 202 College Physics II*
PSY 101 General Psychology

**Note that your physics sequence may be determined by your major. The PHY 211 and PHY 212 University Physics sequence is calculus-based and requires MAT 210 Single Variable Calculus as a pre-req or co-req.*

In addition to the above, the following courses are recommended:
Social Science Courses and Other Courses:
Note that some physical therapy programs require three psychology courses and may recommend a sociology course.
PHL 310 Biomedical Ethics
PSY 210 Developmental Psychology
PSY 271 Abnormal Psychology
SOC 101 Introduction to Sociology

Kinesiology Courses:
KIN 314 Exercise and Sport Physiology

Languages:
Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.

Total: 40-44 Hrs for required courses.

PRE-OCCUPATIONAL THERAPY PROGRAM

Prerequisites for entry to graduate programs vary widely. Students should explore the prerequisites of programs to which they may apply as early as possible during their undergraduate studies.

Required Courses:
BIO 213 Anatomy & Physiology I
BIO 214 Anatomy & Physiology II
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
MAT 130 Introductory Statistics for Social Sciences or ENV 225 Data Analysis for Natural Sciences
PSY 101 General Psychology
PSY 271 Abnormal Psychology

Many programs do not require physics. If required, the following are recommended:
PHY 201 College Physics I
PHY 202 College Physics II
Note that your physics sequence may be determined by your major. The PHY 211 and PHY 212 University Physics sequence is calculus-based and requires MAT 210 Single Variable Calculus as a pre-req or co-req.

In addition to the above, the following courses are recommended:
ATH 101 Cultural Anthropology
NUR 105 Medical Terminology
PHL 310 Biomedical Ethics
PSY 210 Developmental Psychology
SOC 101 Introduction to Sociology

Languages:
Consider starting Spanish or continuing it from high school to increase your ability to work with Spanish-speaking patients as this skill will be valuable with demographic trends in the United States.

Total: 28-36 Hrs for required courses.

The Hayworth School of Graduate and Continuing Studies

The Hayworth School of Graduate and Continuing Studies (SGCS) provides oversight and coordination of the University's online programs, graduate programs and baccalaureate programs for adult students as well as overseeing the scheduling for the Summer Term. The office consists of the Hayworth School Undergraduate Adult Admissions and Student Services, and Graduate Admissions and Student Services. For more information please see Hayworth School or Graduate Studies or Online Programs.

The SGCS consists of adult undergraduate, nursing, and graduate admissions student services including academic advising. The SGCS is located in Withers House, 2025 Selwyn Avenue, Charlotte NC 28274. For information, please call 704.337.2314.

Undergraduate Programs for Adult Undergraduate Students

Queens University of Charlotte offers baccalaureate degrees to adult students through the **Hayworth School.** The SGCS welcomes those who wish to begin college for the first time, complete a first or second bachelor's degree, or to take courses for personal or professional development. Adult undergraduate - students are invited to attend courses during the day, online or evening based on their personal needs, however, not all majors are offered in each modality, and thus it is imperative that the student check the schedules before matriculating into any program.

Adult undergraduate students have at least 3 of the following characteristics: full-time employment (30 or more hours per week); financially independent for financial aid purposes; financially supporting dependents and/or spouse; single parent status; military or veteran status; and they own or rent their own home thus are not interested in on-campus housing.

Evening Majors

The following majors offer classes during the evening with some online availability: Business Administration, Communication, English-Creative Writing, English-Literature, Human Service Studies, and General Studies For more information, please continue to **Hayworth School of Graduate and Continuing Studies.**

Graduate Programs

Queens University of Charlotte offers master degree programs and non-degree graduate certificates. Graduate programs offered by the University include:

The College of Arts and Sciences

- Master of Fine Arts (MFA) in Creative Writing
- Master of Arts (MA) in Interior Architecture and Design

The McColl School of Business

- Master of Business Administration (MBA) Professional and Executive programs
- Master of Science (MS) in Organization Development
- Graduate Coaching Certificate

The Knight School of Communication

- Master of Arts (MA) in Communication

The Wayland H. Cato, Jr., School of Education

- Master of Arts in Teaching (MAT) in Elementary Education
- Master of Education (MED) in Literacy (K-12)
- Master of Arts in Teaching (MAT) in Secondary Education)
- Master of Arts (MA) in Educational Leadership Post Baccalaureate Teacher Licensure

The Presbyterian School of Nursing
- Master of Science in Nursing (MSN)

The Blair School of Health Science
- Master of Health Administration (MHA)

Online Degree Programs
- Master of Business Administration (MBA)
- Master of Arts in Communication (MA)
- Master of Arts in Educational Leadership (MA)
- Master of Science in Nursing (MSN-Clinical Nurse Leader)
- Master of Science in Health Administration (MHA)

For more information please continue to **Graduate Studies**.

Hayworth School Undergraduate Continuing Studies

Admission

Undergraduate Continuing Studies Offerings

Offers baccalaureate degrees to adult students who wish to begin college for the first time, complete a first or second bachelor's degree or take courses for personal or professional development. Prospective students are encouraged to complete an online application by visiting the web site to apply.

Adult Students defined

To apply to Hayworth as an adult student you need to meet one or all of the following criteria:
- Working full time and have no housing requirement
- You are a veteran or active military who has no housing requirement
- You are claiming independent financial aid status and have no housing requirement
- You desire part-time study and have one of these criteria: no housing requirements, work full time, or financially independent status
- You already have a 4 year degree, and are looking to complete a second degree
- You are a non-degree student

Campus Visits

Students seeking information about the University are encouraged to visit the campus and the Hayworth School Admissions Office. The office is open from 8:30 am-6pm, Monday through Thursday, and 9am-4:00pm on Fridays. Appointments can be made outside of regular office hours by calling 704.337.2314 or email Hayworth@queens.edu. Prospective students are encouraged to make an appointment so that adequate time is provided to cover general admissions procedures.

Application Deadline

While there are no deadlines for application, prospective students should apply for admission as early as possible. The Admissions Office will act on an application as soon as all required information has been received.

Requirements for Admission

To be considered for admission as a degree candidate, prospective students must submit the following:
- One official high school transcript OR official evidence of a high school diploma or the equivalent
- A written statement describing your reasons for attending Queens University of Charlotte
- One official academic transcript(s) from all colleges or universities previously attended
- A completed application form
- A medical record may be required if the student will be enrolled as a full-time student
- For students applying to Bachelor of Arts in General Studies programs, 72 transferrable credits are required for acceptance

Probationary Admission
Students may be accepted on probation who have not met the minimum requirements outlined by the department. Probationary admission status will allow the student to enroll for one academic term for no more than 10 credit hours.

Admission to Pursue a Second Baccalaureate Degree
Students who hold an undergraduate degree, either from Queens or from another accredited institution, may obtain a second baccalaureate degree from Queens, provided the major is different from that of the original degree. Such students are not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major as outlined in the catalog of the year of re-entry to Queens. The residency requirement for second degree candidates is reduced from 45 credit hours to 30 credit hours. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Evaluation of Transferred Credit
The Registrar will evaluate the transcripts of accepted candidates only after all college transcripts have been received and a candidate has been fully accepted. When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer and determines the student's class status. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens. For additional information see *Prior Learning Assessment*.

Non-Degree Students
A non-degree student is a student who is admitted to the University without the expectation that he or she will earn a degree. A limit of 16 hours can be taken by a non-degree student. ***All non-degree students must apply through the Hayworth School for admission to Queens University. Unofficial transcripts are required for admission consideration.***

Application
To apply as a non-degree student, the following materials are required:
- A completed application form
- Unofficial transcripts of all post-secondary coursework

Transient Students
Degree candidates at another college or University taking courses at Queens by special arrangement, with the intention of transferring those courses back to their home school are considered "transient students." Transient students must comply with all college regulations and must maintain a "C" average to continue enrollment.

To apply as a transient student, the following materials are required:
- A letter from the Registrar of the student's home institution verifying that the student is in good standing and has permission to take courses at Queens University of Charlotte
- A completed application form

Hayworth School Undergraduate Continuing Studies

Degree Requirements

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees. While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life. Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

Minimum Hours for the degree
Students in the Hayworth School program must earn a minimum of 120 credit hours for a baccalaureate degree. Generally no more than 60 academic credit hours transferred from two year institutions may be applied to the minimum hours required for graduation. However, transfer students holding an associate degree from the North Carolina Community College system may transfer up to 64 credit hours. An exception to this rule is made for the Bachelor of Science in General Studies where students may transfer 72 hours of credit directly into the program.

General Education requirements
All students in the Hayworth School program are required to satisfactorily complete the same general education requirements as students enrolled in the Traditional Undergraduate Program. See **General Education Requirements and Regulations**. All adult undergraduate students are to be enrolled in the Roadmap Transition course (QMP 200) during their first semester at Queens.

Major Requirement
Students are required to satisfactorily complete all requirements for a major with a minimum cumulative grade point average of 2.000 in all work in the major. The major GPA is calculated using the grades of all courses specifically required for the major including any required electives. Where the major allows a student to choose from a group of courses and the student takes more than the minimum required; the course(s) in that group with the highest grade will be used in the calculation. At least 50 percent of the credit hours required for a major must be earned at Queens.

Upper Level Hours Requirement
Students are required to earn at least 36 credit hours at the 300 level or above. (Credits transferred from a two-year college, regardless of the course equivalency or requirement satisfied; do not apply to the 36 credit hour requirement.)

Minimum Cumulative Grade Point Average
Students are required to have a minimum cumulative grade point average of 2.000 in all work at Queens.

Last 30 Hours
Students must complete the last 30 hours at Queens or in a Queens approved program or at an international institution with the prior approval of the Center for International Education.

Honor Code
Students must be in good standing with the Honor Code at the time the degree is awarded.

Residency Requirements
Every student earning a first baccalaureate degree must complete at least 45 credit hours of the degree at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-to-BSN program.

RN-to-BSN Candidates
RN-to-BSN candidates must complete at Queens at least 36 of the 120 credit hours required for graduation.

Second Degree Candidates
Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens at least 31 of the 120 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors
Students must complete at least 60 hours at Queens to be eligible for graduation with honors.

Assessment Requirement
Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

ABOUT THE MAJOR PROGRAM OF STUDY

Each student must complete the requirements for a major in addition to completing the Proficiency and Foundation requirements.

EVENING MAJORS

Requirements for the following majors are offered in the evenings or online for the convenience of the student who prefers non-traditional class times. Additionally, students who are able to take required courses during the day, may apply to any major offered by the university.

- **Business Administration Major (BBA)**
- **Communication Major**
- **Creative Writing Major**
- **Literature Major**
- **Human Service Studies Major**
- **General Studies Major**

Admission to the Major
Application and admission to some major is required.
*See **Declaration of a Major and Admission to the Major**.*

EVENING MINORS

A minor consists of a minimum number of hours and a prescribed program of courses described in detail under the discipline offering the minor. A minor is not required for students in the Hayworth School program, however, an undergraduate program of study may include one or more minors. Unless the major requires that a particular minor be completed, a minor from a different area than the major must be selected. At least 50 percent of the credit hours required for the minor must be completed at Queens.

The following minors may be completed taking courses in the evenings, on weekends, or online:

- **Business Administration Minor**
- **Creative Writing Minor**
- **Literary Studies Minor**
- **Human Service Studies Minor**
- **Organizational Communication Minor**

Elective Courses
In consultation with the advisor a student chooses elective courses to complete the number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

Honors and Awards

The Hayworth School Dean's List is described in ***Undergraduate Academic Policies***.

For a complete list of the University's honor societies specific to academic fields, see The University section on ***Honor Associations and Awards***.

Alpha Sigma Lambda
The Theta Chi chapter of the Alpha Sigma Lambda National Honor Society, the national honor society for students in continuing higher education, was installed in 1998. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career.

Students must meet the following minimum requirements to be considered for membership: have earned a minimum of 30 semester hours in Hayworth School, with at least half of these credits in courses outside the student's major field. Members shall be elected only from the highest ten percent of those students who meet these requirements. Those selected must have a minimum GPA of 3.2.

SALUTE
The SALUTE (Service Academics Leadership Unity Trust Excellence) Honor Society is for any undergraduate or graduate student enrolled in an accredited academic institution who has been honorably discharged from the armed services or can provide proof of current duty who has completed 12 semester hours or the equivalent of one semester. For an undergraduate their GPA must be 3.0; for a graduate student their GPA must be 3.5. The students are installed at commencement ceremonies each spring..

Academic Policies

SCGS students are responsible for all policies published in this Catalog or in other university documents published in print or online.

See also ***Student Rights and Responsibilities***

See also ***Undergraduate Academic Policies.***

Student Services

See also The University: ***Student Services***

Hayworth Student Association (HSA) The Hayworth School HSA, organized in 1981, is the formal means of student involvement in the operations and activities of the School of Graduate and Continuing Studies. Representatives are selected each spring and serve as liaisons between students, faculty and administration.

Withers House The SGCS offices are located in Withers House and provide academic advising and amenities for students including a student lounge with WIFI; a conference room; a small computer lab with a vending machine.

Emergency Telephones are located in each of the parking areas and buildings on campus. These should be used by persons requesting assistance or in need of help from Campus Police.

Escorts Persons may call 704.337.2306 or come by the Campus Police Office and request an escort to or from the parking lots. This service is available 24 hours a day. Please keep in mind that it might take a few minutes to give you the assistance because of other duties or emergencies that may arise.

Military & Veteran Services
See also Veteran and Military Services

The Undergraduate Curriculum:
General Education Requirements

Through an integrative and progressively challenging approach to learning that is grounded in the liberal arts, The General Education Program cultivates the development of creative, independent thinkers and learners who appreciate diverse perspectives in multiple contexts and who are informed, educated and active members of society.

The program is the keystone of a Queens University of Charlotte undergraduate degree. It invites students to join and help sustain an active and engaged community of learners who are curious and committed to applying what they learn in their everyday lives. This program challenges students to explore who they are and their relationship to their community and will also encourage them to examine complex human and community concerns, appreciate diverse perspectives, imagine solutions and build connections between their experiences at Queens and the world around them. Above all, this program seeks to inspire students to develop the sense of responsibility necessary to become active members of society.

The Queens Learning Communities (LCs) are the defining feature of The General Education Program. A learning community is defined as a set of courses, taken concurrently, that are purposefully connected by a predetermined theme and an integrative project or assignment. Students must take three learning communities during their tenure at Queens. Each LC is designed to foster a culture of collaborative learning among students and faculty by providing students with the opportunity to explore issues or problems from multiple methodological perspectives while also challenging them to refine and develop their ideas.

Overview of Program Requirements:

1st Sem.; 1st Year	QMP 100 Roadmap – Welcome to Queens	2 hrs
	QEN 101 Rhetoric & Composition	4 hrs
2nd Sem.; 1st Year	First LC	
	QEN 102 Rhetoric & Argument	4 hrs
	QLC 120, 130, 140, 150 or 160	4 hrs
2nd or 3rd Year	Second LC – Communication Intensive	
	QLC 220, 230, 240, 250 or 260	4 hrs
	QLC 220, 230, 240, 250 or 260	4 hrs
3rd or 4th Year	Third LC – Community Engagement	
	QLC 320, 330, 340, or 350	4 hrs
	QLC 320, 330, 340 or 350	4 hrs
4th Year	QCP 410 Culminating Experience	2 hrs
Anytime	QHW 103 Health and Wellness	2 hrs
	Total Program Hours = 34 hrs	

First Year Students
Students who enter Queens as first-year students take QMP100 and QEN101 in the fall semester and a 100-level Queens Learning Community (LC) in the spring semester. Second-Year and Third-Year students take a 200-level LC in either their second or third year and must complete this learning community before registering for a 300-level LC, which should be completed by the end of the first semester of their final year at Queens. Fourth-Year students take QCP 410 in either the fall or spring of their final year. The courses in The General Education Program should be taken in sequence and must always be taken for a letter grade.

Transfer and Hayworth School Students
When a student transfers to Queens or enrolls in Hayworth School the Registrar determines the student's class status. Full-time and part-time students are required to begin The General Education Program by taking either QMP 100 or QMP 200 and entering the sequence at the point appropriate for their class status. The Registrar will also determine whether the student has transferred acceptable substitutions for any General Education Program requirements. Students who lack acceptable substitutions must enter the sequence at the point appropriate for their class status or take the appropriate course substitution(s) and then complete the remainder of The General Education Program. All Transfer students must complete either QMP 100 or QMP 200, at least one 300-level QLC and QCP 410 to graduate with a Queens University of Charlotte degree.

Part-Time Students
Part-time students are required to participate in The General Education Program and complete the requirements in sequence to graduate with a Queens University of Charlotte degree.

Writing Proficiency Requirement
A student must successfully complete QEN 101 and QEN 102 or an approved transfer substitution in order to graduate.

Writing-Intensive Course Requirement
All students must successfully complete one writing-intensive course in their major. Where several courses have been identified, students must take one, but may take others if they desire.

Mathematics Proficiency Requirement
All students must demonstrate proficiency in college level mathematics. Typically, proficiency is established by successfully completing one 4-credit quantitative literacy course – QLC160 or 260 within The General Education Program. Students may also elect to demonstrate proficiency by successfully completing a four-hour quantitative course in their major. All students must demonstrate proficiency in college level mathematics before registering for a 300-level LC.

Health and Wellness Requirement
All students must complete a Health and Wellness course to earn a Queens University of Charlotte bachelor's degree. Students may enroll in any number of Health and Wellness courses, but only four credits may be counted toward the 120 hours required for a bachelor's degree.

Substitutions for General Education Program Courses for Transfer Students
Based on the Registrar's evaluation of any transfer credits, a transfer student who cannot complete the entire General Education Program may be allowed to substitute other courses. Also, if a student fails a 100 or 200-level QLC course, the student has the option of repeating the QLC or taking an appropriate substitution. There are no substitutions for the 300-level courses or QCP 410. If a student fails any portion of the 300-level QLC or QCP 410, the student must take a replacement QLC and/or QCP 410.

The listing of General Education Program substitutions for 100- and 200-level courses follows:

100-Level QLC: two courses (6-8 semester hours), one of which is a second semester composition course (equivalent to QEN 102) and the other of which is an approved substitution for QLC 120, QLC 130, QLC 140, QLC 150 or QLC 160.

200-level QLC: two courses (6-8 semester hours), one of which is an approved substitution for a QLC _20, _30, _40, _50, _60 at the 100 or 200 level and one of which is from an approved list of substitutions for the Communication Intensive requirement.

If a student has completed ONE course from one of the categories and a second-semester writing course, the student would complete a 200-level QLC with courses from the remaining categories and complete the remainder of the program. All students must either transfer or take a course in each category listed above to earn a bachelor's degree.

If a student has completed a second semester writing course, the student may take 200 level LC and will be advised to find a substitution for one of the GenEd areas (x20, x30, x40, x50, x60) in order to satisfy the 100 level LC.

If a student has completed TWO courses from any two categories, the student would take a 200-level QLC with two courses from the remaining categories and complete the remainder of the program. All students must either transfer or take a course in each category listed above to earn a bachelor's degree. If one of those courses is NOT a QEN 102 substitute, then the student could take a 100 level LC and receive credits for the 200 level LC as appropriate.

If a student has completed THREE courses from any three categories, the student would take a

200-level QLC with two courses from the remaining categories and complete the remainder of the program OR take an approved substitution in one of the remaining categories and complete the remainder of the program. All students must either transfer or take a course in each category listed above to earn a bachelor's degree.

If a student has completed FOUR or more courses, including one each from four categories, the student would enter the program at the 300-level and complete the remainder of the program depending on the total number of credit hours transferred. All students must either transfer or take a course in each category listed above to earn a bachelor's degree.

The 300-level QLC and QCP 410: There are no substitutions for the 300-level QLC or QLC 410. All students must complete QMP 100 or QMP 200, a 300-level QLC and QLC 410 to earn a Queens University of Charlotte bachelor's degree.

The Undergraduate Curriculum: Majors and Minors

MAJORS

The following current majors, minors and certificates are available to all undergraduates whether admitted to the Traditional Undergraduate Program or the Hayworth School Program.

	Major	Degree	Department or School
1	Accounting	BBA	School of Business
2	Allied Health	BS	Kinesiology Department*
3	Art History	BA	Art Department
4	Arts Leadership and Administration	BA	Art Department
5	Biochemistry	BS	Chemistry & Environmental Science Department
6	Biology	BA	Biology Department
7	Biology	BS	Biology Department
8	Business Administration	BBA	School of Business
9	Chemistry	BA	Chemistry & Environmental Science Department
10	Chemistry	BS	Chemistry & Environmental Science Department
11	Communication	BA	School of Communication
12	Creative Writing	BA	English and Creative Writing Department
13	Elementary Education	BA	School of Education
14	Environmental Chemistry	BS	Chemistry & Environmental Science Department
15	Environmental Science	BS	Chemistry & Environmental Science Department
16	Environmental Studies	BA	Chemistry & Environmental Science Department
17	Exercise and Sport Sciences	BS	Kinesiology Department
18	Finance	BBA	School of Business
19	French	BA	World Languages Department
20	General Studies	BA	Hayworth School
21	Health Promotion	BS	Kinesiology Department
22	Health Sciences	BS	Kinesiology Department
23	History	BA	History Department
24	Human Service Studies	BA	Human Services Studies Department
25	Interdisciplinary Health Services	BS	Kinesiology Department*
26	Interior Architecture and Design	BA	Art Department
27	International Studies	BA	Political Science, International Studies, & Sociology Dept.
28	Journalism and Digital Media	BA	School of Communication
29	Literature	BA	English and Creative Writing Department
30	Mathematics	BA	Mathematics and Physics Department
31	Music	BA	Music, Theatre, and Dance Department
32	Music Therapy	BM	Music, Theatre, and Dance Department
33	New Media Design	BA	Art Department
34	Nursing	BSN	School of Nursing
35	Philosophy	BA	Philosophy and Religion Department
36	Physics	BA	Mathematics and Physics Department
37	Political Science	BA	Political Science, International Studies, & Sociology Dept.

	Major	Degree	Department or School
38	Professional Writing and Rhetoric	BA	English and Creative Writing Department
39	Psychology	BA	Psychology Department
40	Religion	BA	Philosophy and Religion Department
41	Sociology	BA	Political Science, International Studies, & Sociology Dept.
42	Spanish	BA	World Languages Department
43	Sport Management	BS	Kinesiology Department
44	Studio Art	BA	Art Department
45	Theatre	BA	Music, Theatre, and Dance Department
46	Two Languages	BA	World Languages Department

* Not accepting new students after fall 2014.

Evening Majors
All courses required to complete the following majors are offered during the evening, on weekends, or online: Business Administration (BBA), Communication (BA), Creative Writing (BA), Literature (BA), and Human Service Studies (BS), and General Studies (BA). When considering one of these majors a student should contact the chair of the major department or school early on to ensure that course timing, major requirements, and relevant policies are understood.

MINORS

There are three different types of minors: Departmental/School, Multidisciplinary/ Interdisciplinary, and Restricted. Department and School Minors are offered for any student outside that student's major area. Multi-Disciplinary and Inter-Disciplinary Minors are offered for any student outside that student's major area. A Restricted Minors may be used as a graduation requirement only by the students in a specified major. The requirements for each minor are found with the Department or School curriculum.

Evening Minors
All courses required to complete the following minors are offered during the evening, on weekends, or online: Business Administration, Creative Writing, Human Service Studies, Literature, and Organizational Communication.

	Minor	Department or School
1.	Actuarial Science	Mathematics and Physics Department
2	American History	History Department
3	Art History	Art Department
4	Arts Leadership and Administration	Art Department
5	Biological Sciences	Biology Department
6	Business Administration	School of Business
7	Chemistry	Chemistry & Environmental Science Department
8	Chinese Language	World Languages Department
9	Community Education in Science	Chemistry & Environmental Science Department
10	Creative Writing	English and Creative Writing Department
11	Dramatic Literature	Music, Theatre, and Dance Department

	Minor	Department or School
12	East Asian Studies	History Department
13	Entrepreneurship	School of Business
14	Environmental Chemistry	Chemistry & Environmental Science Department
15	Environmental Science	Chemistry & Environmental Science Department
16	Environmental Studies	Chemistry & Environmental Science Department
17	Ethics	Philosophy and Religion Department
18	European History	History Department
19	Exercise and Sport Sciences	Kinesiology Department
20	French	World Languages Department
21	General Business	School of Business
22	Geospatial Sciences	Chemistry & Environmental Science Department
23	Health Sciences	College of Health
24	Health Communication	School of Communication
25	History	History Department
26	Human Service Studies	Human Service Studies Department
27	Human Biology	Biology Department
28	Interior Architecture and Design	Art Department
29	International Studies	Political Science, International Studies, & Sociology Dept
30	Jewish Studies	Philosophy and Religion Department
31	Journalism	School of Communication
32	Latin American and Latino Studies	History Department
33	Leadership	School of Business
34	Literary Studies	English and Creative Writing Department
35	Marketing	School of Business
36	Mathematics	Mathematics and Physics Department
37	Media Studies and Popular Culture	School of Communication
38	Music	Music, Theatre, and Dance Department
39	Music History	Music, Theatre, and Dance Department
40	Music in Special Education	Music, Theatre, and Dance Department
41	Musical Theatre	Music, Theatre, and Dance Department
42	New Media Design	School of Communication
43	Organizational Communication	School of Communication
44	Peace Studies and Conflict Resolution	Philosophy and Religion Department
45	Philosophy	Philosophy and Religion Department
46	Physics	Mathematics and Physics Department
47	Political Economy	Political Science, International Studies, & Sociology Dept
48	Political Science	Political Science, International Studies, & Sociology Dept
49	Pre-Law	Political Science, International Studies, & Sociology Dept
50	Pre-Ministry	Philosophy and Religion Department
51	Professional Writing and Rhetoric	English and Creative Writing Department
52	Psychology	Psychology Department
53	Psychological Science	Psychology Department
54	Public Health	College of Health

	Minor	Department or School
55	Religion	Philosophy and Religion Department
56	Secondary Education	School of Education
57	Sociology	Political Science, International Studies, & Sociology Dept
58	Spanish	World Languages Department
59	Sport Management	Kinesiology Department
60	Sport Studies	Kinesiology Department
61	Sports Communication	School of Communication
62	Studio Art	Art Department
63	Sustainability	Chemistry & Environmental Science Department
64	Technical Theatre	Music, Theatre, and Dance Department
65	Theatre Performance	Music, Theatre, and Dance Department
66	Theatre Stage Combat	Music, Theatre, and Dance Department

Certificates for Non-Degree Candidates

	Certificate	Department or School
1.	Certificate in Creative Writing	English and Creative Writing Department
2.	Music Therapy Equivalency Certificate	Music, Theatre, and Dance Department

Pre-Professional Programs

The University also has suggested programs of study for students who wish to prepare for post-baccalaureate study in legal studies, the ministry, and medical, dental, occupational therapy, physical therapy, pharmacy or veterinary medicine. The pre-law and pre-ministry programs are minors (see list above). *See **Pre-Professional Programs***

The College of Arts and Sciences

The College of Arts & Sciences is composed of eleven departments. The Cato School of Education, housed in the College of Arts and Sciences, offers the major in Elementary Education as well as a variety of N.C. teacher licensure programs.

Art Department Majors
- Art History
- Arts Leadership & Administration
- Interior Architecture and Design
- New Media Design
- Studio Art

Biology Department Majors
- Biology (BA)
- Biology (BS)

Chemistry & Environmental Science Department Majors
- Biochemistry
- Chemistry (BA)
- Chemistry (BS)
- Environmental Chemistry
- Environmental Science
- Environmental Studies

English and Creative Writing Department Majors
- Creative Writing
- Literature
- Professional Writing and Rhetoric

History Department Major
- History

Mathematics & Physics Department Majors
- Mathematics

Music, Theatre & Dance Department Majors
- Drama
- Music
- Music Therapy

Philosophy & Religion Department Majors
- Philosophy
- Religion

Political Science, International Studies & Sociology Department Majors
- Political Science
- International Studies
- Sociology

Psychology Department Majors
- Psychology

World Languages Department Majors
- French
- Spanish
- Dual Language

Cato School of Education
- Elementary Education

Hayworth School
- General Studies

ART DEPARTMENT

The Art department is committed to visual literacy in teaching and research, collaboration within the arts, and service to the Charlotte community. The department is positioned to be a cultural, intellectual and creative center, and the art faculty is dedicated to fostering primary source research, creative and critical thinking, design methodology, and innovative synthesis.

The Art department faculty publish, lecture and exhibit nationally and internationally. Class sizes are small which encourages camaraderie among students, and the low student-faculty ratio provides a close-knit community of support, both at Queens and for future references to graduate schools and employment opportunities.

Art History Major

Art history students learn to sharpen their perception of visual images in a world in which information and thoughts are increasingly communicated through visual media. From cave painting to contemporary performance art, Art history students explore this means of communication with a concern for form, meaning and cultural context.

A strong academic approach is emphasized with a view to developing a solid foundation in Art history. Faculty then build on that foundation with advanced level courses which develop their ability to think creatively and critically. Art history students interested in careers in leadership in the arts are encouraged to double-major with Arts Leadership and Administration.

Careers
A major in Art history is designed to prepare students for graduate study, and for professional careers in museums and galleries, arts organizations, and as art critics, but the skills they learn extend to most professions. Our recent art history graduates are securing placements in graduate school nationally and internationally, including at the University of Liverpool (UK), McGill (Canada), Basel (Switzerland), Tulane, Northwestern, the Corcoran, Sotheby's NY, and UNC-Chapel Hill. In the work force, examples of successful positions include: university professor, architect, museum curator, gallery owner, art critic, and arts organization administrator.

Internships
The many local art organizations - museums, galleries, art-related businesses such as advertising firms and the Arts and Science Council -provide diverse internship opportunities. Apprenticeships with local artists and conservators are also available. Students have been mentored by the CEO of the Mint Museums, the Bechtler Museum of Modern Art, the Harvey B. Gantt Center for African-American Arts + Culture, LACA Projects and the McColl Center for Art + Innovation.

Scholarships
Travel scholarships have sponsored gifted students to attend a summer program in Art History at Oxford University (UK) and Sotheby's London (UK).

Writing-intensive course requirement
The writing-intensive course requirement is met with ARH 301 The Arts in the World, ARH 300 The Age of Revolution and ARH 400 Creative Literacy.

Degree
The major in Art history leads to a Bachelor of Arts degree.

Requirements
Students are required to complete 44 hours in the major.

***Requirements for the major in Art history are:**

ARH 200 Art History I: The Birth of Art
ARH 201 Art History II: Faith versus Humanism
ARH 202 Art History III: From Exploration to Revolution
ARH 203 Art History IV: The Rise of Modernism
ARH 300 The Age of Revolution
ARH 301 The Arts in the World
ARH 400 Creative Literacy
ARH 401 Seminar in Art History
ARH 402 Senior Capstone I
ARH 403 Senior Capstone II

Plus, take two of the following:
ARS 100 Foundations of Art and Design
ARS 101 Drawing
ARS 200 Ceramics
ARS 201 Printmaking
ARS 300 Sculpture
ARS 301 Painting

TOTAL: 44 hours

- *Students double majoring with Arts Leadership and Administration, Interior Architecture and Design, Studio Art or New Media Design are able to double-dip with two classes.*
- *Students double majoring with Art History, Studio Art, Interior*

Architecture and Design, New Media Design, Music, Theatre, or Creative Writing are able to drop the minor requirement.

Arts Leadership & Administration Major

The Arts Leadership and Administration major is a synthesis of arts, business, leadership, and arts administration courses that prepare students for careers in the arts. The major is differentiated from standard Arts Management majors by an intentional emphasis on leadership, entrepreneurial thinking, community engagement and an international focus. Arts Leadership and Administration students interested in careers in the arts are encouraged to double-major with Art history, Interior Architecture and Design, Studio art, New Media design, Music, Theater, or Creative Writing.

Careers
A major in Arts Leadership and Administration is designed to prepare students for graduate study, and for professional careers in museums and galleries, arts organizations, and as art critics, but the skills they learn extend to most professions. Our recent art graduates are securing placements in graduate school nationally and internationally, including at the University of Kent (UK), University of Liverpool (UK), McGill (Canada), Basel (Switzerland), Tulane, Northwestern, the Corcoran, Sotheby's NY, and UNC-Chapel Hill. In the work force, examples of successful positions include: university professor, architect, museum curator, gallery owner, art critic, and arts organization administrator.

Internships
The many local art organizations - museums, galleries, art-related businesses such as advertising firms and the Arts and Science Council -provide diverse internship opportunities. Apprenticeships with local artists and conservators are also available. Students have been mentored by the CEO of the Mint Museums, the Bechtler Museum of Modern Art, the Harvey B. Gantt Center for African-American Arts + Culture, LACA Projects and the McColl Center for Art + Innovation.

Scholarships
Travel scholarships have sponsored gifted students to attend a summer program at Oxford University (UK) and Sotheby's London (UK).

Writing-intensive course requirement
The writing-intensive course requirement is met with ARH 400 Creative Literacy.

Degree
The major in Arts Leadership and Administration leads to a Bachelor of Arts degree.

Requirements
Students are required to complete a program total of 58 hours: 38 hours of core courses in the major, plus 20 hours in an arts minor.

***Requirements for the major in Arts Leadership & Administration are:**

ARH 301 Arts in the World
ARH 400 Creative Literacy
ARL 200 Intro to Arts Leadership & Administration
ARL 201 Arts in Action
ARL 202 Arts Development
ARL 300 Leadership in the Arts
ARL 301 Financial Planning and Budget Management in the Arts
ARL 401 Senior Capstone I
ARL 402 Senior Capstone II
BUS 333 Principles of Management
BUS 340 Principles of Marketing

Plus, take an arts minor from:
Art History, Studio Art, Interior Design, New Media Design, Music, Theatre, or Creative Writing.*

TOTAL: 58 hours

• *Students double majoring with Art History, Studio Art, Interior Design, New Media Design, Music, Theatre, or Creative Writing are able to drop the minor requirement.*

New Media Design Major

From paper to pixels, New Media Design students learn to produce high impact visual content suited for the 21st century. Using the latest digital media tools, students train towards proficiency in print, interactive and time-based media.

Courses in the New Media Design major are designed to prepare students for careers in digital design, graduate level design studies and digital fine arts. A strong academic approach is emphasized with a view to developing a solid foundation in visual literacy, animation, and web/app development. Faculty then build on that foundation with advanced level courses which develop the student's ability to think creatively and critically and produce high quality original design work across multiple spaces and screens for maximum impact.

Careers
A major in New Media Design prepares students to pursue career or graduate school goals. Possible career options include: art director, package designer, design director, multimedia and web designer, interactive multimedia designer, exhibition designer, illustrator, retail identity designer, sign system designer, environmental graphics designer, graphic designer for publishers and advertising agencies, the printing industry, production houses, service bureaus, corporations, television and movie studios, newspapers, and magazines.

Internships
Internship opportunities help students explore the diverse possibilities of employment in graphic design. Departmental faculty have built strong and on-going relationships with graphic design and publishing companies and academic organizations both in Charlotte as well as other locations in the U.S. and abroad. Students will take advantage of these connections, providing them with professional experience and contacts in the field prior to graduation.

Scholarships
Travel scholarships have sponsored gifted students to attend a summer program at Oxford University (UK), Sotheby's London (UK), and Penland, NC.

Writing-intensive course requirement
The writing-intensive course requirement is met with ARH 301 The Arts in the World, ARH 300 The Age of Revolution and ARH 400 Creative Literacy.

Degree
The major in New Media Design leads to a Bachelor of Arts degree.

Requirements
Students are required to complete 44 hours in the major.

***Requirements for the major in New Media Design are:**

ARS 100 Foundations of Art and Design
NMD 101 Fundamentals of New Media Design
NMD 102 Critical History of Design
NMD 201 Digital Typography
NMD 202 Motion Graphics and Animation
NMD 203 Interactive and Web Design
NMD 301 Digital Illustration
NMD 400 Information Design and Data Visualization
NMD 404 Senior Capstone I
NMD 406 Senior Capstone II

Plus, one of the following:
ARH 300 The Age of Revolution
ARH 301 The Arts in the World
ARH 400 Creative Literacy

Plus, one of the following:
ARS 101 Drawing
ARS 200 Ceramics
ARS 201 Printmaking
ARS 301 Painting

TOTAL: 44 hours

** Students double majoring with Art History, Arts Leadership and Administration, Interior Architecture and Design, and Studio Art are able to double dip.*

Studio Art Major

Courses in the Studio Art major are designed to prepare students for graduate study, teaching and professional careers in art. A strong academic approach is emphasized with a view to developing a solid foundation in studio art. Faculty then build on that foundation with advanced level courses which develop their ability to create and think critically. A balance of technical ability, creative problem-solving and critical assessment skills is stressed.

Careers
A major in Studio Art will find themselves well prepared to pursue career or graduate school goals. Possible career options include: artist, art director, exhibition designer, illustrator, the printing industry, and curator.

Internships
Students will have sound internship opportunities that will help them explore the diverse possibilities of employment in studio art. Departmental faculty have built strong and on-going relationships with studio art and academic organizations both in Charlotte as well as other locations in the U.S. and abroad. Students will take advantage of these connections, providing them with professional experience and contacts in the field prior to graduation.

Scholarships
Travel scholarships have sponsored gifted students to attend a summer program at Oxford University (UK), Sotheby's London (UK), and Penland, NC.

Writing-intensive course requirement
The writing-intensive course requirement is met with ARH 301 The Arts in the World, ARH 300 The Age of Revolution and ARH 400 Creative Literacy.

Degree
The major in Studio Art leads to a Bachelor of Arts degree.

Requirements
Students are required to complete 40 hours in the major.

***Requirements for the major in Studio Art are:**

ARS 100 Foundations of Art and Design
ARS 101 Drawing
ARS 401 Senior Capstone I
ARS 402 Senior Capstone II

Plus, one of the following courses:
ARH 200 Art History I: The Birth of Art
ARH 201 Art History II: Faith verses Humanism
ARH 202 Art History III: From Exploration to Revolution
ARH 203 Art History IV: The Rise of Modernism

Plus, one of the following courses:
ARS 200 Ceramics
ARS 201 Printmaking

Plus, one of the following courses:
ARS 300 Sculpture
ARS 301 Painting

Plus, three of the following courses:
ARS 400 Advanced Studio Lab in Studio Art. **

Plus, one of the following courses:
ARH 300 The Age of Revolution
ARH 400 Creative Literacy

TOTAL: 40 hours

** Students double majoring with Art History, Arts Leadership and Administration, Interior Architecture and Design, Studio Art or New Media Design are able to double-dip with two classes.*
*** Advanced Studio classes can be repeated for credit.*

Interior Architecture and Design Major

It is the mission of the Interior Architecture and Design major to provide transformative educational experiences for our students. We nurture intellectual curiosity, promote global understanding, encourage ethical living, and prepare our students for purposeful and fulfilling lives. This is achieved by teaching our students awareness, understanding and application of critical thinking and technical knowledge skills that are relevant to their profession.

Students take preliminary interior design courses as well as classes in studio art and art history. In addition, they pursue elements and principles of design, hands-on product and idea development, business practices and principles, computer aided design, sustainable design and field internships. Students are regularly exposed to design professionals from all over the U.S. through guest speakers.

Careers
A major in Interior Architecture and Design will find themselves well prepared for many career paths, such as residential interior design, product design for the furniture industry, non-residential interior design-which includes office, restaurant, medical facilities, hotel, retail, and theatre design, the fabric and textile industry, including design and sales, marketing, publishing and photography.

Internships
Students will be placed in hands-on internships around Charlotte and in major design markets around the country, which gives them a competitive edge when entering the workforce. As the professional world grows more competitive, it is vital that students graduate with "real-world" experience. This increasing demand to provide employers with candidates who not only have a strong academic background, but also the ability to translate their classroom learning into marketable on-the-job skills.

Scholarships
Travel scholarships have sponsored gifted students to attend a summer program at Oxford University (UK), Sotheby's London (UK), and Penland, NC.

Writing-intensive course requirement
The writing-intensive course requirement is met with ARH 301 The Arts in the World, ARH 300 The Age of Revolution and ARH 400 Creative Literacy.

Degree
The major in Interior Architecture and Design leads to a Bachelor of Arts degree.

Requirements
Students are required to complete 68 hours in the major. All courses required for completion of the major are offered during the day or in the evenings, varying by term to accommodate any schedule.

Requirements for the major in Interior Architecture and Design are:

ARS 100	Foundations of Art & Design
IAD 200	Fundamentals of IAD
IAD 205	Architectural Drafting
IAD 210	Computer Aided Design
IAD 220	History of IAD I
IAD 300	Residential Design Studio
IAD 305	Advanced Graphics for IAD
IAD 310	Methods and Materials
IAD 315	Human Environments
IAD 320	History of IAD II
IAD 325	Revit - Construction Systems
IAD 330	Commercial Design Studio
IAD 400	Spatial Analysis and Design
IAD 405	Product Design
IAD 420	Light, Color and Interior Technologies
IAD 450	Senior Capstone I
IAD 451	Senior Capstone II

Plus, one of the following:
ARH 300 The Age of Revolution
ARH 301 The Arts in the World
ARH 400 Creative Literacy

TOTAL: 68 hours

Minors

ART HISTORY MINOR

Take two of the following:
ARH 200 Art History I: The Birth of Art
ARH 201 Art History II: Faith versus Humanism
ARH 202 Art History III: From Exploration to Revolution
ARH 203 Art History IV: The Rise of Modernism

Plus, three of the following:
ARH 300 The Age of Revolution
ARH 301 The Arts in the World
ARH 400 Creative Literacy
ARH 401 Seminar in Art History
TOTAL: 20 hours

ARTS LEADERSHIP & ADMINISTRATION MINOR
ARL 200 Introduction to Arts Leadership and Administration
ARL 202 Arts Development
ARL 300 Leadership in the Arts
ARH 301 Arts in the World
ARH 400 Creative Literacy
TOTAL: 20 hours

INTERIOR ARCHITECTURE AND DESIGN MINOR

IAD 200	Fundamentals of IAD
IAD 205	Architectural Drafting
IAD 210	Computer Aided Design
IAD 220	History of IAD I

Plus one of the following:

IAD 300	Residential Design Studio
IAD 305	Advanced Graphics for IAD
IAD 310	Methods and Materials
IAD 315	Human Environments
IAD 320	History of IAD II
IAD 325	Revit - Construction Systems
IAD 330	Commercial Design Studio

TOTAL: 20 hours

NEW MEDIA DESIGN MINOR
NMD 101 Fundamentals of New Media Design
NMD 201 Digital Typography
NMD 202 Motion Graphics and Animation
NMD 203 Interactive and Web Design

Plus, one of the following
NMD 103 Digital Photography I
NMD 200 Digital Video Art
NMD 301 Digital Illustration
NMD 400 Information Design and Data Visualization
NMD 401 Digital Game Design
NMD 402 Digital Experience Design
TOTAL: 20 hours

STUDIO ART MINOR
ARS 100 Foundations of Art and Design
ARS 101 Drawing

Plus, three of the following:
ARS 200 Ceramics
ARS 201 Printmaking
ARS 300 Sculpture
ARS 301 Painting
TOTAL: 20 hours

BIOLOGY DEPARTMENT

To serve the needs of the liberal arts student, the department offers introductory and upper level instruction to enhance students' understanding of biology from the ecosystem level to the molecular level. An emphasis is given to the importance of integrating content across the curriculum and applying this knowledge to everyday living and decision making in a complex world. *See also* ***Pre-Professional Programs***

Degrees
The Biology Department offers two majors in biology, one leading to the Bachelor of Science degree and the second leading to the Bachelor of Arts degree.

Careers
Major study in biology provides basic preparation for students interested in a variety of career paths involving health care, ecological studies, environmental issues, or organismal biology. Possible careers include employment in research and medical laboratories, government positions, related businesses, teaching, graduate study in biology and related disciplines, and studies in medicine, dentistry, veterinary medicine or other allied health professions including physician assistant and physical therapy.

Teacher licensure
Students majoring in biology may earn licensure to teach on the secondary level (grades 9-12). For more information see the Cato School of Education.

Writing-intensive course requirement
The writing-intensive course requirement is met with BIO 300.

Prerequisites
BIO 201 or BIO 202 are prerequisites to all BIO courses numbered 300 or above.

Biology Major (BS)

The Bachelor of Science degree in Biology engages students in the process of science by studying a wide range of biological topics in the classroom, the laboratory and the field. The major consists of a series of four courses that introduce foundational concepts and skills in biology and a set of 16 credit hours that provides a strong basis in the physical sciences. Following the core courses, students may choose from an array of different courses from three areas in biology that provide a strong basis for future work in any area of biology. Students utilize these experiences to apply learning to real scientific questions and to understand the impact of science on society. The Bachelor of Science degree in Biology provides students with appropriate preparation for professional and graduate studies. This program also functions as a pre-medical program for students interested in pursuing medical school.

Requirements: Students are required to complete 69 hours for the Bachelors of Science in Biology.

Requirements for the BS major in Biology are:
BIO 201 Cellular & Molecular Foundations
BIO 202 Biodiversity & Ecology Foundations
BIO 300 Writing for Biologists
BIO 303 Foundations of Genetics
BIO 301 Biology Roundtable
CHM 111/111L General Chemistry I
CHM 112/112L General Chemistry II
ENV 225 Data Analysis for Natural Sciences

Complete 1 course from Group 1 Biodiversity:
BIO 310 Botany
BIO 311 Animal Evolution

Complete 1 course from Group 2 Ecology and Field:
BIO 320 Ecology
BIO 321 Animal Behavior

Complete 1 course from Group 3 Cellular and Molecular:
BIO 330 Microbiology
BIO 331 Cell Biology

Complete 2 courses from these 400 level courses:
BIO 401 Advanced Topics in Ecology
BIO 402 Advanced Cell & Molecular Concepts
BIO 403 Research Seminar
BIO 403 requires pre-requisite of BIO 410 for minimum of 2 hours.

Complete 4 additional hours of biology at the 300 level or above

Complete 16 additional hours of non-biology science and math electives from the following: CHM, ENV, MAT or PHY at or above the 200 level
TOTAL: 69-71 hours

Biology Major (BA)

The Bachelor of Arts degree in Biology engages students in the process of science by studying a wide range of biological topics in the classroom, the laboratory and the field. The major consists of a series of four courses that introduce foundational concepts and skills in biology. Following the core courses, students may choose from an array of different courses from three areas in biology that

provide a strong basis for future work in any area of biology. Students utilize these experiences to apply learning to real scientific questions and to understand the impact of science on society. The Bachelor of Arts degree in Biology provides students with appropriate preparation for graduate studies, teaching biology at the secondary level (and may be completed with a minor in secondary education), and a variety of careers in biology.

Requirements: Students are required to complete 53 hours for the Bachelors of Arts in Biology.

Requirements for the BA major in Biology are:
BIO 201 Cellular & Molecular Foundations
BIO 202 Biodiversity & Ecology Foundations
BIO 300 Writing for Biologists
BIO 303 Foundations of Genetics
BIO 301 Biology Roundtable
CHM 111/111L General Chemistry I
CHM 112/112L General Chemistry II
ENV 225 Data Analysis for Natural Sciences

Complete 1 course from Group 1 Biodiversity
BIO 310 Botany
BIO 311 Animal Evolution

Complete 1 course from Group 2 Ecology and Field
BIO 320 Ecology
BIO 321 Animal Behavior

Complete 1 course from Group 3 Cellular and Molecular
BIO 330 Microbiology
BIO 331 Cell Biology

Complete 8 credit hours from these 400 level courses
BIO 401 Advanced Topics in Ecology
BIO 402 Advanced Cell & Molecular Concepts
BIO 403 Research Seminar

BIO 403 requires pre-requisite of BIO 410 for minimum of 2 hours.

Complete 4 additional hours of biology at the 300 level or above.
TOTAL: 53-55 hours

Minors

BIOLOGICAL SCIENCES MINOR
Note: T*his minor is not available for Biology majors.*

BIO 201 Cellular & Molecular Foundations
BIO 202 Biodiversity & Ecology Foundations
BIO 303 Foundations of Genetics

Plus two 300 level biology elective courses
Total: 20 hours

HUMAN BIOLOGY MINOR
Note: *This minor is not available for Biology majors.*

BIO 201 Cellular & Molecular Foundations
BIO 213 Human Anatomy and Physiology I
BIO 214 Human Anatomy and Physiology II
BIO 303 Foundations of Genetics

Plus one 300 level biology elective course
Total: 20 hours

CHEMISTRY & ENVIRONMENTAL SCIENCE DEPARTMENT

The Department of Chemistry & Environmental Science offers a variety of programs to help prepare students for an assortment of opportunities and career paths after graduation. Scientific theory is blended with technical training, especially through lab and/or field experiences. Critical thinking and quantitative reasoning skills are developed and mastered through course-embedded research projects and opportunities for faculty led research experiences. The Queens' internship, international study and liberal arts programs complement and enhance our programs.

Majors
The department offers six majors with four leading to the Bachelor of Science degree and two leading to the Bachelor of Arts degree.

Majors leading to the Bachelor of Science degree include:

- Biochemistry
- Chemistry
- Environmental Chemistry
- Environmental Science

Majors leading to the Bachelor of Arts degree include:

- Chemistry
- Environmental Studies

Biochemistry Major (B.S.)

The major in Biochemistry leading to the Bachelor of Science degree consists of a group of core courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry) and advanced courses in biochemistry. This major follows curriculum guidelines recommended by the American Chemical Society (ACS) and is suited for students who wish to seek employment as a biochemist in the public or private sector, intend to work in basic or applied research in biochemistry. The program in biochemistry also prepares students for professional programs (i.e. medical, veterinary, pharmacology) or graduate studies in biochemistry or in a closely related field.

Requirements: Students are required to complete 24 hours of introductory and foundation courses, 14 hours of in-depth courses, 12 hours of elective course, 6 hours of capstone courses and 20 hours of supporting courses for a total of 76 hours.

Writing-intensive course requirement: The writing-intensive course requirement is met with CHM 300 – Investigations in Chemistry

Requirements for the major in Biochemistry are:

Introductory and Foundation Courses (23 credit hours)
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 305, 305L Analytical Chemistry & Lab
CHM 308, 308L Physical Chemistry I & Lab
CHM 403, 403L Advanced Biochemistry I & Lab

In-Depth Courses (14 credit hours)
CHM 304, 304L Organic Chemistry II & Lab
CHM 307, 307L Instrumental Analysis & Lab
CHM 350 Biotechnology Techniques
CHM 404 Advanced Biochemistry II

Elective Courses (12 credit hours)
Plus 2 course from the following
BIO 303 Foundations of Genetics
BIO 310 Botany
BIO 330 Microbiology
BIO 331 Cell Biology
BIO 402 Explorations in Cellular and Molecular Biology

Plus 1 course from the following
CHM 309, 309L Physical Chemistry II & Lab
CHM 320 Inorganic Chemistry
CHM 406, 406L Environmental Chemistry & Lab
CHM 430 Topics in Chemistry
CHM 450 Directed Individual Study
CHM 490 Chemistry Research

Capstone (6 credit hours)
CHM 300 Investigations in Chemistry
CHM 495 Chemistry Capstone Seminar

Supporting Courses (20 credit hours)
BIO 201 Foundations of Cellular and Molecular Biology
MAT 210 Single Variable Calculus I
MAT 220 Calculus II with Differential Equations
PHY 211 University Physics I
PHY 212 University Physics II

Chemistry Major (B.S.)

The major in Chemistry leading to the Bachelor of Science degree consists of a group of core courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry). This major follows curriculum guidelines recommended by the

American Chemical Society (ACS) and is suited for students who wish to seek employment as a chemist in the public or private sector, intend to work in basic or applied research in chemistry or wish to pursue graduate studies in chemistry or in a closely related field.

Requirements: Students are required to complete 27 hours of introductory and foundation courses, 19-20 hours of in-depth courses, 6 hours of capstone courses and 20 hours of supporting courses for a total of 72-73 hours.

Writing-intensive course requirement: The writing-intensive course requirement is met with CHM 300 – Investigations in Chemistry

Requirements for the major in Chemistry are:

Introductory and Foundation Courses (27 credit hours)
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 305, 305L Analytical Chemistry & Lab
CHM 308, 308L Physical Chemistry I & Lab
CHM 320 Inorganic Chemistry
CHM 401, 401L Biochemistry I & Lab

In-Depth Courses (19-20 credit hours)
CHM 304, 304L Organic Chemistry II & Lab
CHM 307, 307L Instrumental Analysis & Lab
CHM 309, 309L Physical Chemistry II & Lab

Plus 2 courses (minimum of 7 credits) from the following
CHM 350 Biotechnology Techniques
CHM 406, 406L Environmental Chemistry & Lab
CHM 430 Topics in Chemistry
CHM 450 Directed Individual Study
CHM 490 Chemistry Research
Or an upper level (3XX or 4XX) biology or environmental science course approved by the department chair

Capstone (6 credit hours)
CHM 300 Investigations in Chemistry
CHM 495 Chemistry Capstone Seminar

Supporting Courses (20 credit hours)
BIO 201 Foundations of Cellular and Molecular Biology
MAT 210 Single Variable Calculus I
MAT 220 Calculus II with Differential Equations
PHY 211 University Physics I
PHY 212 University Physics II

Chemistry Major (B.A.)

The major in Chemistry leading to the Bachelor of Arts degree consists of a group of foundation courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry). This major follows curriculum guidelines recommended by the American Chemical Society (ACS) and is suited for students who wish to pursue careers in secondary education*, business, law, communication or various health and medical professions.

**Students interested in secondary teacher licensure should contact the CATO School of Education*

Requirements: Requirements: Students are required to complete 27 hours of introductory and foundation courses, 4 hours of elective course, 6 hours of capstone courses and 16 hours of supporting courses for a total of 53 hours.

Requirements for the major leading to a B.A. in Chemistry are:

Introductory and Foundation Courses (27 credit hours)
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 305, 305L Analytical Chemistry & Lab
CHM 308, 308L Physical Chemistry I & Lab
CHM 320 Inorganic Chemistry
CHM 401, 401L Biochemistry & Lab

Elective (4 credit hours)
Choose 1 course from the following
CHM 304, 304L Organic Chemistry II & Lab
CHM 307, 307L Instrumental Analysis
CHM 309, 309L Physical Chemistry II & Lab
CHM 350 Biotechnology Techniques
CHM 406, 406L Environmental Chemistry & Lab
CHM 430 Topics in Chemistry
CHM 490 Chemistry Research

Capstone (6 credit hours)
CHM 300 Investigations in Chemistry
CHM 495 Chemistry Capstone Seminar

Supporting Courses (16 credit hours)
BIO 201 Foundations of Cellular and Molecular Biology or BIO 202 Foundations of Biodiversity and Ecology
MAT 210 Single Variable Calculus I
PHY 201 College Physics I or
PHY 211 University Physics I
PHY 202 College Physics II or
PHY 212 University Physics II

Environmental Chemistry Major (B.S.)

The major in Environmental Chemistry leading to the Bachelor of Science degree consists of a group of foundation courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry) and advanced courses in environmental science & chemistry. This major follows curriculum guidelines recommended by the American Chemical Society (ACS) and is suited for students who wish to seek employment as an environmental chemist in the public or private sector and those intend to work in basic or applied research in environmental toxicology, chemistry or remediation. The program in environmental chemistry also prepares students for graduate studies in environmental chemistry or in a closely related field.

Requirements: Requirements: Students are required to complete 23 hours of introductory and foundation courses, 16 hours of in-depth courses, 8 hours of elective course, 6 hours of capstone courses and 20 hours of supporting courses for a total of 73 hours.

Requirements for the major in Biochemistry are:

Introductory and Foundation Courses (23 credit hours)
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 305, 305L Analytical Chemistry & Lab
CHM 308, 308L Physical Chemistry I & Lab
CHM 320 Inorganic Chemistry

In-Depth Courses (16 credit hours)
CHM 307, 307L Instrumental Analysis & Lab
CHM 406, 406L Environmental Chemistry & Lab
ENV 210 Geology
ENV 410 Environmental Soil Science

Elective Courses (8 credit hours)
Plus 2 courses from the following
BIO 320 Ecology
BIO 330 Microbiology
CHM 304, 304L Organic Chemistry II & Lab
CHM 309, 309L Physical Chemistry II & Lab
CHM 350 Biotechnology Techniques
CHM 401, 401L Biochemistry & Lab
CHM 430 Topics in Chemistry
CHM 490 Chemistry Research
POL 330 Environmental Politics

Capstone (6 credit hours)
CHM 300 Investigations in Chemistry
CHM 495 Chemistry Capstone Seminar

Supporting Courses (20 credit hours)
BIO 201 Foundations of Cellular and Molecular Biology or BIO 202 Foundations of Biodiversity and Ecology
MAT 210 Single Variable Calculus I
ENV 225 Data Analysis for Natural Sciences
PHY 211 University Physics I
PHY 212 University Physics II

Environmental Science Major (B.S.)

This major consists of foundation and structure courses in environmental science, chemistry, biology, math and physics. Students will select a specialty track consisting of three courses in one of four areas including Geospatial Sciences, Sustainability, Biological Sciences and Earth Sciences. Scientific theory is blended with technical training through field and laboratory exercises and research projects. The development of skills in critical thinking, quantitative reasoning, and effective communication are mastered in course embedded research projects or directed research with faculty.

Students graduating with this degree will be well prepared for either graduate-level study or for careers in the public or private sector. Students graduating with a B.S. in Environmental Science often find employment with local, state and federal agencies like the EPA, U.S. Fish and Wildlife Service or the U.S. Geological Survey. In the private sector, positions with environmental consulting firms, nonprofit agencies and museums are common.

Requirements: Students are required to complete 39 hours of foundation courses, 12 hours of courses in a specialty track, 8 hours of breadth (anchor) courses, 8 hours of environmental research and 8 hours of elective courses, for a total of 75 hours.

Requirements for the major in Environmental Science are:

Foundation & Structure Courses (39 credit hours)
BIO 202 Foundations of Biodiversity and Ecology
BIO 320 Ecology
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
ENV 100 Environmental Topics
ENV 140* Environmental Science & Society
ENV 225 Data Analysis for Natural Sciences
ENV 300 Investigations in Environmental Science
ENV 495 Environmental Science Capstone Seminar
MAT 210 Single Variable Calculus I
PHY 201 College Physics I or

PHY 211 University Physics I
**Can be substituted with QLC 140 or 240 if taught by a department faculty member*

Specialty Track Courses (12 credit hours)
Must choose 1 specialty from each of the following groups. A Denotes anchor course

Biological Sciences
BIO 310 Botany
BIO 401 Explorations in Ecology and Biodiversity
ENV 230 Conservation Biology (A)

Earth Sciences
ENV 210 Geology (A)
ENV 310 Physical Geography
ENV 410 Environmental Soil Science

Geospatial Sciences
ENV 220 Introduction to Geospatial Science (A)
ENV 320 Geographic Information Systems
ENV 420 Advanced Geographic Information Systems

Sustainability
ENV 245 Environmental Economics (A)
ENV 340 Sustainability and Society**
ENV 440 Environmental Sustainability
*** Can be substituted with QLC 340 if taught by a department faculty member*

Breadth (Anchor) Courses (8 credit hours)
Must choose 2 courses in addition to the anchor course for specialty track:
ENV 210 Geology
ENV 220 Introduction to Geospatial Science
ENV 230 Conservation Biology
ENV 245 Environmental Economics

Electives (8 credit hours)
Must choose 2 from the following:
CHM 305, 305L Analytical Chemistry & Lab
CHM 406, 406L Environmental Chemistry & Lab
ENV 250 Topics in Environmental Science
ENV 325 Environmental Philosophy
ENV 430 Environmental Impact Assessment
Any other 3xx or greater specialty track course

Environmental Research (8 credit hours)
Choose 2 of the following outside of your specialty track:
BIO 401 Explorations in Ecology and Biodiversity
CHM 406 Environmental Chemistry
ENV 410 Environmental Soil Science
ENV 420 Advanced GIS
ENV 440 Environmental Sustainability
ENV 490 Environmental Science Research*
**Course can be taken twice for credit*

Environmental Studies Major (B.A.)

This Bachelor of Arts degree with a major in Environmental Studies provides students with a solid interdisciplinary foundation in the study of environmental topics, issues and policy. The program emphasizes the interconnections between physical, biological and social processes as they affect the environment. As such, students will develop a strong capacity for understanding the scientific basis for environmental topics and will take courses from Political Science, Philosophy, Biology and other departments. Skills in critical thinking, problem solving and effective communication are mastered in course-embedded research projects or directed research with faculty.

Students graduating with this degree will be well prepared for either graduate-level study or for careers in the public or private sector. Students graduating with a B.S. in Environmental Science often find employment with local, state and federal agencies like the EPA, U.S. Fish and Wildlife Service or the U.S. Geological Survey. In the private sector positions with environmental consulting firms, nonprofit agencies and museums are common.

Requirements: Students are required to complete 27 hours of foundation and structure courses, 12 hours of breadth courses and 8 hours of environmental research for a total of 47 credit hours. Students are encouraged to consider minors in Geospatial Sciences, Sustainability, Pre-Law, Education or Organizational Communication.

Requirements for the major in Environmental Studies are:

Foundation & Structure Courses (27 credit hours)
BIO 202 Foundations of Biodiversity and Ecology
ENV 100 Environmental Topics
ENV 140 Environmental Science & Society*
ENV 225 Data Analysis for Natural Sciences
ENV 300 Investigations in Environmental Science
ENV 325 Environmental Philosophy
ENV 495 Environmental Science Capstone Seminar
POL 330 Environmental Politics
**Can be substituted with QLC 140 or 240 if taught by a department faculty member*

Breadth Courses (12 credits)
ENV 210 Geology
ENV 230 Conservation Biology
ENV 245 Environmental Economics

Environmental Research (8 credit hours)
Choose 2 of the following outside of your minor
ENV 410 Environmental Soil Science
ENV 420 Advanced GIS
ENV 440 Environmental Sustainability
ENV 490 Environmental Science Research*
**Course can be taken twice for credit*

Minors

CHEMISTRY MINOR
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 303, 303L Organic Chemistry I & Lab
CHM 305, 305L Analytical Chemistry & Lab

Plus 1 other 2xx or greater course in Chemistry, Biology or Environmental Science
Total: 20 Hours

Note: *This minor is not available to Chemistry (B.S. or B.A.), Biochemistry or Environmental Chemistry majors.*

COMMUNITY EDUCATION IN SCIENCE (NON-LICENSURE*)
(Interdisciplinary minor housed in the Chemistry & Environmental Science Department)
COM 217 Business Communication
EDU 245 Digital Literacies
EDU 445 Elementary Science Methods
EDU 477 Content Area Literacy
EDU 485 Elementary STEM
Total: 20 Hours
**Those students interested in K-12 licensure in North Carolina should consult the Secondary Education minor and other programs housed in the CATO School of Education.*

ENVIRONMENTAL CHEMISTRY MINOR
CHM 111, 111L General Chemistry I & Lab
CHM 112, 112L General Chemistry II & Lab
CHM 305, 305L Analytical Chemistry & Lab
CHM 406, 306L Environmental Chemistry & Lab
ENV 410 Environmental Soil Science
Total: 20 Hours

Note: *This minor is not available to Chemistry, Biochemistry or Environmental Chemistry majors. Students majoring in Environmental Science will need to take 2-3 additional courses as approved by the Department to account for courses required for the major.*

ENVIRONMENTAL SCIENCE MINOR
ENV 100 Environmental Topics
ENV 140 Environmental Science & Society*
ENV 210 Geology
ENV 220 Introduction to Geospatial Sciences

Plus 1 other 3xx or greater courses in Environmental Science.

Plus 1 other 3xx or greater course in Biology, Chemistry or Environmental Science

**Can be substituted with QLC 140 or 240 if taught by a department faculty member*
Total: 21 Hours

Note: *This minor is not available to Environmental Science, Environmental Studies or Environmental Chemistry majors.*

ENVIRONMENTAL STUDIES MINOR
ENV 100 Environmental Topics
ENV 140 Environmental Science & Society*
ENV 220 Introduction to Geospatial Sciences
ENV 245 Environmental Economics
ENV 325 Environmental Philosophy or
POL 330 Environmental Politics
ENV 310 Physical Geography or
ENV 320 Geographic Information Systems
Total: 21 Hours

Note: *This minor is not available to Environmental Science, Environmental Studies or Environmental Chemistry majors.*

GEOSPATIAL SCIENCES MINOR
ENV 220 Introduction to Geospatial Sciences
ENV 310 Physical Geography
ENV 320 Geographic Information Systems
ENV 420 Advanced GIS
ENV 430 Environmental Impact Assessment
Total: 20 Hours

Note: *This minor is not available to Environmental Science majors.*

SUSTAINABILITY MINOR

BUS 305 Legal Environment of Business
BUS 403 Creativity and Innovation
ENV 220 Introduction to Geospatial Sciences
ENV 245 Environmental Economics
ENV 340 Sustainability and Society*
ENV 440 Environmental Sustainability
**Can be substituted with QLC 340 if taught by a department faculty member*
Total: 22 Hrs.

Note: *This minor is not available to Environmental Science majors.*

ENGLISH AND CREATIVE WRITING DEPARTMENT

The Department of English and Creative Writing offers three majors leading to the Bachelor of Arts degree: in Literature, Creative Writing, and Professional Writing and Rhetoric.

Literature and Creative Writing focus on the various ways that human beings try to understand their lives and the world through the writing of stories, poems, essays, plays, and novels. In the Literature major, students survey the historical development of literature, study different forms and genres, and explore ideas from critical theory and cultural studies. In Creative Writing, students advance through a sequence of workshops and seminars, as they explore different genres and develop their own individual voices as writers; the Creative Writing major culminates with a capstone project, developed over the course of two semesters in Capstone Workshops in Poetry and Prose, in which each student must complete a senior portfolio and give a public reading from her or his work.

The major in Professional Writing and Rhetoric focuses on developing the knowledge of multi-literacies needed to communicate to diverse audiences in multiple contexts. This degree fosters habits of mind to meet challenges that require critical thinking abilities and rhetorical agility. As part of the focus on rhetorical agility, the Professional Writing and Rhetoric major includes courses in literature and creative writing in order to offer students opportunities to study the ways that literary texts embody complex formal and thematic structures and in order to foster creativity, aesthetic appreciation, and the development of distinctive voices in students.

Adding a Professional Writing and Rhetoric major or minor to a course of study provides students opportunities to enhance any major at Queens, as students will develop an ability to discern and enact the power of writing that exists in nearly all professions, as well as in our civic and community lives. With common requirements across majors in the department, all of the programs within English are also specifically designed to allow students in Literature, in Creative Writing, and in Professional Writing and Rhetoric to deepen their studies and to expand their opportunities by double-majoring (see below for details on double-majors) or by adding a minor in another area.

Because the abilities to read critically, synthesize information, and write well are valued skills in many professions, Literature, Creative Writing, and Professional Writing and Rhetoric prepare students for a broad range of careers, including professional writing, secondary education, law, and arts administration. Students can also go on to graduate study in Literature, Creative Writing, or Rhetoric and Composition, as well as careers in the academic world.

The English Department also houses the university's nationally ranked Low-Residency MFA Program in Creative Writing. Through the MFA program, undergraduate students regularly have opportunities to attend readings and presentations by award-winning and acclaimed authors—including recipients of the National Book Critics Circle Award and nominees for the Pulitzer Prize and the National Book Award—and by literary professionals, including literary agents and editors from *Tin House; The Gettysburg Review; The New Yorker;* Farrar, Straus, and Giroux; Riverhead Books; and other magazines and presses.

In addition, the department sponsors other readings with visiting writers and with Queens faculty and students. Creative Writing and Literature students also edit and staff the university literary magazine, *Signet*, and are eligible for membership in Sigma Tau Delta, the international English honor society.

Evening Majors
Requirements for the English-Creative Writing major are offered in both the day and evening. The majors in Creative Writing and in Professional Writing and Rhetoric may be completed taking courses only in the evening.

Double Majors
Because the majors in Literature, Creative Writing, and Professional Writing and Rhetoric have been designed with overlapping requirements, students who double-major in two of these areas must take three additional 300 or 400 level ENG courses, at least two of which must be in literature, to satisfy requirements for the two majors.

Teacher Licensure
A student who majors in English may obtain a teaching license at the secondary level within the baccalaureate program. *See the* ***Cato School of Education*** *for more information.*

Writing-Intensive Course Requirement
For Literature majors, the writing-intensive course requirement is met with ENG 205 Introduction to Literary Studies. For Creative Writing majors, the writing-intensive requirement is met in ENG 206 Introduction to Creative Writing. For Professional Writing and Rhetoric majors, the writing-intensive requirement is met in ENG 304 Advanced

Professional Writing. In fact, though, virtually all courses in all three majors at the 300 or 400 level are writing-intensive.

Degree
The majors in Literature, Creative Writing, and Professional Writing and Rhetoric all lead to a Bachelor of Arts degree.

Requirements
Students majoring in either Literature, Creative Writing, or Professional Writing and Rhetoric must complete 44 hours of coursework.

Creative Writing Major

The requirements for the Creative Writing Major are as follows:

ENG 206 Introduction to Creative Writing
ENG 210 Survey of British Literature I
ENG 220 Survey of British Literature II
ENG 230 Survey of American Literature
ENG 311 Seminar in Creative Writing
ENG 444 Capstone Workshop in Poetry
ENG 447 Capstone Workshop in Prose

Plus two of the following:
ENG 307 Writing of Creative Nonfiction
ENG 308 Writing of Poetry
ENG 310 Writing of Fiction

Students will also take two additional courses from different categories to complete the Creative Writing major. Students may also elect to take ENG 205 Introduction to Literary Studies or ENG 460 Critical Writing Seminar to fulfill this requirement.

Authors and Movements:
ENG 306 Studies in Selected Authors
ENG 309 Medieval and Renaissance Literary Studies
ENG 313 Shakespeare Studies
ENG 326 Studies in Literary Movements
ENG 329 Modernism

Cultures and Contexts:
ENG 240 Topics in Literature and History
ENG 300 Topics in Global Literature
ENG 332 African American Literature
ENG 334 Jewish Literature

Form and Theory:
ENG 251 Topics in Cultural Studies
ENG 311 Seminar in Creative Writing
ENG 318 Topics in Advanced Rhetoric
ENG 325 Topics in Genre Studies
ENG 335 Topics in Gender Studies

Writing Practices and Professions:
ENG 204 Introduction to Professional Writing
ENG 207 Practicum in Composition Theory
ENG 304 Advanced Professional Writing
ENG 319 Literary Publishing/Editing: Signet

Literature Major

The requirements for the Literature major are as follows:

ENG 205 Introduction to Literary Studies
ENG 210 Survey of British Literature I
ENG 220 Survey of British Literature II
ENG 230 Survey of American Literature
ENG 460 Critical Writing Seminar

Students will also take six additional courses to complete the Literature major, with at least one course from each of the following categories and at least four courses at the 300 level.

Authors and Movements:
ENG 306 Studies in Selected Authors
ENG 309 Medieval and Renaissance Literature
ENG 313 Shakespeare Studies
ENG 326 Studies in Literary Movements
ENG 329 Modernism

Cultures and Contexts:
ENG 240 Topics in Literature and History
ENG 300 Topics in Global Literature
ENG 332 African American Literature
ENG 334 Jewish Literature

Form and Theory:
ENG 251 Topics in Cultural Studies
ENG 311 Seminar in Creative Writing
ENG 318 Topics in Advanced Rhetoric
ENG 325 Topics in Genre Studies
ENG 335 Topics in Gender Studies

Writing Practices and Professions:
ENG 204 Introduction to Professional Writing
ENG 207 Practicum in Composition Theory
ENG 304 Advanced Professional Writing
ENG 319 Literary Publishing/Editing: Signet

Professional Writing and Rhetoric Major

The requirements for Professional Writing and Rhetoric are as follows:

COM 210 Digital Media Production
ENG 204 Introduction to Professional Writing
ENG 206 Introduction to Creative Writing
ENG 207 Practicum in Composition Theory
ENG 304 Advanced Professional Writing
ENG 318 Topics in Advanced Rhetoric

ENG 450 Professional Writing Capstone

Plus one of the following:
ENG 210 Survey of British Literature I
ENG 220 Survey of British Literature II
ENG 230 Survey of American Literature

Students must also complete three additional ENG courses at the 300 or 400 level. These courses may include additional sections of ENG 318 (Topics in Advanced Rhetoric) with different subtitles and/or any 300 or 400-level courses in Literature or Creative Writing. Students may also substitute either COM 319 Multimedia Storytelling or NMD 101 Fundamentals of New Media Design for one of these courses.

Minors

Creative Writing Minor
ENG 206 Introduction to Creative Writing

Plus two of the following courses:
ENG 307 Writing of Creative Nonfiction
ENG 308 Writing of Poetry
ENG 310 Writing of Fiction

Plus one of the following courses:
ENG 444 Capstone Workshop in Poetry
ENG 447 Capstone Workshop in Prose

Plus one literature course, at the 300 level or above.

Total: 20 Hrs.

Literary Studies Minor
ENG 205 Introduction to Literary Studies

Plus choose two of the following:
ENG 210 Survey of British Literature I
ENG 220 Survey of British Literature II
ENG 230 Survey of American Literature
Plus 2 additional courses in Literature. These courses must be 300-400 level.

Total: 20 hours

Professional Writing and Rhetoric Minor
ENG 204 Introduction to Professional Writing
ENG 207 Practicum in Composition Theory
ENG 304 Advanced Professional Writing
ENG 318 Topics in Advanced Rhetoric
Plus one additional ENG Course at the 300 or 400 level. This requirement may also be fulfilled by taking ENG 318 Topics in Advanced Rhetoric a second time with a different focus.

Certificate Program

Certificate in Creative Writing
The Department of English and Creative Writing also offers a certificate in Creative Writing for non- degree-seeking candidates who want to develop knowledge and skills in one or more of the creative writing genres: fiction, poetry, and creative nonfiction.

Admission to the Certificate Program Individuals interested in obtaining a Certificate in Creative Writing should contact the School of Graduate and Continuing Studies at 704.337.2314.

Admission Requirements
To be considered for admission as a non-degree student in the certificate program, an applicant must:

1. Hold a bachelor's degree from an accredited institution or meet the requirements for admission to a Queens undergraduate program.
2. Submit a completed application form, including the application fee.
3. Submit official transcript(s) of all post- secondary academic course work.

Certificate Requirements
The following courses are required for the certificate:

ENG 206 Introduction to Creative Writing

Plus two of the following courses:
ENG 307 Writing of Creative Nonfiction
ENG 308 Writing of Poetry
ENG 310 Writing of Fiction

Plus one of the following courses:
ENG 444 Capstone Workshop in Poetry
ENG 447 Capstone Workshop in Prose

Plus two literature courses, at least one of which must be 300 level or above.
Total: 24 Hrs.

Students who have experience in creative writing beyond the introductory level may, with the permission of the Department, substitute ENG 311-Seminar in Creative Writing for ENG 206.

To obtain the certificate, a student must complete the six courses with no grade below C. All courses for the certificate must be taken at Queens University of Charlotte.

HISTORY DEPARTMENT

The history department offers a learning environment that features innovative , an award-winning faculty, a low student-faculty ratio and a caring, close-knit community of scholars. During their academic career, history students explore a multitude of human pasts. If your imagination is hearty and your sense of curiosity is strong, you can debate with the American founders, reign over a great empire with Queen Elizabeth, ride through the American West with Jesse James, fight alongside Napoleon, march with Cortés through Mexico, and witness the turmoil of war in the twentieth century.

Above all, you can begin to comprehend the many ways in which the present has been inescapably shaped by the past. Through the study of history, students develop, refine and master the skills required to succeed in an ever-changing world. Students learn to read critically and write and communicate clearly, two skills demanded by employers in every field. Students are encouraged to think independently, but are required to support their claims with evidence. By their senior year, students have acquired a deeper understanding of the forces that influence individuals and why diverse peoples different from themselves organized their lives in unfamiliar ways.

Careers
A major in History is an excellent general foundation for many occupations, professional careers and graduate study. Our graduates have found employment in the business world as communication and human resource specialists; in banking and finance as accountants, sales representatives, marketing analysts and researchers; in logistics as operations specialists, managers and researchers; in public service as lawyers, policy analysts and foreign service agents; in education as teachers both domestically and abroad; in publishing as editors and acquisitions specialists; and as researchers and librarians in museums, libraries and archives.

Teacher licensure
Students majoring in History may earn licensure to teach History or Social Studies on the secondary level (grades 9-12). See the **Cato School of Education** for more information

Writing-intensive course requirement
The writing-intensive course requirement is met with HST 300.

Degree
The major in History leads to a Bachelor of Arts degree.

Requirements
Students are required to complete 44 hours in the major.

History Major

Requirements for the major in History are:

Take one of the following:
HST 101 Global History to 1500
HST 102 Global History since 1500

Plus, take one of the following:
HST 120 Colonial North America
HST 121 The New American Nation
HST 122 Modern America

Plus, take one of the following:
HST 140 Modern Europe
HST 160 Latin American History
HST 180 East Asian History since 1400

Plus, take:
HST 289 Seminar in American History^
HST 291 Seminar in World History^
HST 300 Research Methods
HST 495 Masterworks

Plus, take at least four of the following:
HST 308 Gaming the Past
HST 320 American Revolution
HST 322 Inventing American Capitalism
HST 324 Slavery & Empire in America
HST 326 Civil War America
HST 328 Immigration & the Making of America
HST 330 Urban America
HST 332 Civil Rights in America
HST 334 Cold War America
HST 340 French Revolution & Napoleon
HST 345 Dragons & Dungeons
HST 350 Russian Revolutions
HST 355 Nazi Germany
HST 360 Invasion of the Americas
HST 364 Roots of the Mexican Nation
HST 366 Native Americas
HST 380 Youth Revolution and China
HST 401 Topics in World History
HST 400 Topics in American History
HST 449 Directed Readings
HST 450 Independent Study

TOTAL: 44 Hours
*Students are required to take at least one course in each of the following areas: Global (101 or 102),

North America (120-122, 320-339), Europe (140, 340-359) , Latin America (160, 360-379) and East Asia (180, 380-399)

^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for either 289 or 291.

Minors

American History
HST 300 Research Methods

Take at least one of the following:
HST 120 Colonial North America
HST 121 New American Nation
HST 122 Modern America

Plus, take at least three of the following:
HST 289 Seminar in American History^
HST 320 American Revolution
HST 322 Inventing American Capitalism
HST 324 Slavery & Empire in America
HST 326 Civil War America
HST 328 Immigration & the Making of America
HST 330 Urban America
HST 332 Civil Rights in America
HST 334 Cold War America
HST 400 Topics in American History

^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 289.
Total: 20 Hours

East Asian Studies
(an interdisciplinary minor housed in the history department)

HST 180 East Asian History since 1400
POL 240 Asian Politics

Language proficiency in an Asian language (completed through introductory courses) or residential international travel to an Asian-speaking country approved by the chair in consultation with the faculty whose courses serve the minor.

Plus, take at least four courses (at least three of which are from different disciplines) from the following:
HST 291 Seminar in World History*^
HST 380 Youth Revolution in China
HST 401 Topics in World History*
POL 280 Intermediate Topics in Political Science*
POL 380 Advanced Topics in Political Science*
PHL 345 Eastern Philosophy
REL 380 Topics in Religion*
* Must have an Asian focus and be approved by department chair.

^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 291 (Asian focus).
Total: 18 Hours (not including language)

European History*:*
HST 140 Modern Europe
HST 300 Research Methods

Plus, take at least three of the following:
HST 291 Seminar in World History*^
HST 340 French Revolution & Napoleon
HST 345 Dragons & Dungeons: Medieval Britain
HST 350 The Russian Revolution: Lenin to Stalin
HST 355 Nazi Germany
HST 401 Topics in World History*

*Must have a European focus and be approved by the department chair.

^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 291 (European only).
Total: 20 Hours

History
Take at least one of the following:
HST 101 Global History to 1500
HST 102 Global History since 1500
HST 120 Colonial North America
HST 121 The New American Nation
HST 122 Modern America
HST 140 Modern Europe
HST 160 Latin American History
HST 180 East Asian History since 1400

Plus, take:
HST 300 Research Methods

Plus, take any three HST courses numbered 289^ or above

^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 289 or 291.
Total: 20 Hours

Latin American and Latino Studies
(an interdisciplinary minor housed in the history department)

Take at least two of the following:
HST 160 Latin American History
LAS 101 Intro. to Latin American Studies
POL 401 Latin American Politics

Language proficiency in the Spanish language (two courses at intermediate level or one course at the advanced level) is also required for the minor. Residential international travel to a Spanish-speaking country may be used to meet this requirement, if approved by the chair in consultation with faculty whose courses serve the minor.

Take at least four courses in two different disciplines from the following:
HST 291 Seminar in World History*^
HST 360 Invasion of the Americas
HST 364 Roots of the Mexican Nation
HST 401 Topics in World History*
IDS 300 Guatemala: Land of Contrasts
INS 401 Latino Studies Project
POL 280 Intermediate Topics in Political Science*
POL 295 Topics in Model UN*
POL 320 Politics of Immigration in the U.S
POL 321 U.S.-Latin American Relations
POL 380 Advanced Topics in Political Science*
SOC 340 Racial & Ethnic Minorities
SPN 330 A Taste of Literature
SPN 350 Span-American Civ. & Cultures
SPN 370 Topics in Hispanic Studies*
SPN 440 Span American Narrative
SPN 430 Latino Literature

* Must have a Latin American and Latino Studies emphasis and be approved by department chair.

^Pending approval of the department chair, students may substitute one 200-level general education course taught by a member of the history department for HST 291 (Latin American/Latino Focus).
Total: 24 Hours (not including language)

MATHEMATICS & PHYSICS DEPARTMENT

The Department of Mathematics & Physics offers a variety of programs to help prepare students for a wide assortment of careers as well as for graduate studies. Each program is crafted to give students the proper balance of theoretical knowledge and concrete application required for future endeavors. The programs are further enhanced by the Queens liberal arts program and internship experience, arming the student with the tools needed for success.

Majors

The department offers the Mathematics major leading to the Bachelor of Arts degree.

MATHEMATICS

The mathematics program is designed to provide students with a solid foundation in mathematics, broad exposure to the various fields within the discipline, and various opportunities to connect mathematics to other areas of study, real-world applications, and current research in the mathematical sciences. The program includes a significant number of elective opportunities for each individual student to study areas of particular interest. The program culminates in a faculty-mentored research experience in the discipline.

Careers

The Department offers courses which reflect the general nature of Mathematics. The student majoring in Mathematics can choose a program which provides preparation for teaching at the secondary school level, continuing the study of Mathematics in graduate school, or pursuing the many opportunities in interdisciplinary areas such as Sociology, Psychology and Biology. In addition, a rigorous training in Mathematics or applied Mathematics is excellent intellectual training for a wide variety of careers.

Teacher licensure

Students majoring in Mathematics may prepare for licensure to teach on the secondary level (grades 9-12). See the Cato School of Education for more information.

Writing-intensive course requirement

The writing-intensive course requirement is met with MAT 310.

Degree

A major in Mathematics leads to the Bachelor of Arts degree.

Requirements
Students are required to complete at least 40 hours in the major.

The Requirements for the Mathematics major are:
MAT 150 Mathematical Explorations
MAT 210 Single Variable Calculus I
MAT 220 Calculus II with Diff. Equations
MAT 230 Multi-variable Calculus
MAT 280 Statistical Methods
MAT 310 Linear Algebra and Programming
MAT 491 Research Seminar
MAT 492 Mathematical Research

Plus 12 hours of electives from the MAT offerings at the 300-level or higher.

PHYSICS

Physics is a science rooted in logic, reasoning, and calculation. The physics program at Queens is designed to provide students with a solid foundation in physics and the scientific method. It incorporates research themes throughout the curriculum and culminates with a faculty-mentored research project. It includes room for significant elective opportunities so students can individualize their curriculum based on personal interests. The program prepares students for careers in traditional STEM professions, and with suitable electives can be used to enter fields as diverse as teaching, medicine, health, and law. Majors graduate with a Bachelor of Arts in Physics.

Careers
The major provides a foundation in physics that can be used to prepare for a variety of careers. Students completing the program will be trained in critical thinking, analysis, creativity, and problem solving. After graduation students frequently teach, enter a pre-professional program, work in a laboratory or research setting, continue to graduate school in physics or physics-related areas, or work in the private sector in areas such as computer software and hardware, technical writing, manufacturing, and finance.

Writing-intensive course requirement
The writing-intensive course requirement is met with PHY 300.

Degree
A major in Physics leads to the Bachelor of Arts degree.

The requirements for the B.A. in Physics are (36 hours total):

Physics (minimum of 28 hours):
PHY 211 University Physics 1 (with lab)
PHY 212 University Physics 2 (with lab)
PHY 300 Investigations in Physics
PHY 311 Foundations of Modern Physics (with lab)
PHY 341 Astronomy and Astrophysics (with lab)
PHY 350 Advanced Topics in Physics- Quantum Mechanics
PHY 491 Research Seminar
PHY 492 Physics Research

At least two credits hours from any of the following:
PHY 350 Advanced Topics in Physics
PHY 460 Independent Study in Physics
PHY 370 Physics Instruction Leadership I
PHY 371 Physics Instruction Leadership II
PHY 375 Teaching Assistant in Physics

Supporting courses (8 hours):
MAT 210 Single Variable Calculus I
MAT 220 Calculus II with Differential Equations

There is no requirement for a minor. However, the curriculum is compatible with the completion of minors or graduate-school preparation programs, such as: Secondary Education certification, Pre-med, Pre-law, and Mathematics

Minors

ACTUARIAL SCIENCE MINOR

This minor is designed to introduce students to the mathematics needed for entry into the field of actuarial studies.

MAT 150 Mathematical Explorations
MAT 210 Single Variable Calculus I
MAT 220 Calculus II with Diff. Equations
MAT 230 Multivariable Calculus
MAT 280 Statistical Methods
MAT 380 Mathematical Probability

Although not required for the Actuarial Science minor, it is recommended that students also take the following:

ACC 207 Financial Accounting
ECO 203 Macroeconomics
ECO 204 Microeconomics
MAT 310 Linear Algebra and Programming
Total: 24 Hours

MATHEMATICS MINOR

A minor in mathematics is recommended for those students who wish to distinguish themselves to future employers by demonstrating quantitative abilities, critical thinking skills, and the ability to solve problems. The minor includes the ability to choose

some elective courses of interest to the individual student.

MAT 150 Mathematical Explorations
MAT 210 Single Variable Calculus I
MAT 220 Calculus II with Diff. Equations

Plus at least 8 hours of MAT credit at or above the 230 level.
Total: 20 Hours

Physics Minor

A minor in physics is recommended for those students who wish to distinguish themselves as versed in physics. Completion of the minor demonstrates an understanding and application of classical and modern physics, astronomy, and critical reading & writing.

Requirements for the Physics Minor (4 hours each course, total of 24 hours):

PHY 211 University Physics I
PHY 212 University Physics II
PHY 300 Investigations in Physics
PHY 311 Foundations of Modern Physics
PHY 341 Astronomy and Astrophysics
MAT 210 Single Variable Calculus I

MUSIC, THEATRE & DANCE DEPARTMENT

The Department of Music, Theatre, and Dance at Queens University of Charlotte prepares its students to think critically and excel professionally as performers, scholars, music therapists, and instructors in a collaborative academic setting.

The Department of Music, Theatre, and Dance provides an environment where students can fully realize their potential as artists, clinicians, and intellectuals. The department emphasizes scholarship of the arts throughout the educational experience. It cultivates the students' performance abilities, both in artistic and clinical settings, and provides collaborative opportunities across disciplines. It also promotes and supports cultural enrichment by means of partnerships throughout the greater Charlotte community.

Faculty in the Department of Music, Theatre, and Dance publish and perform both nationally and internationally. In music therapy, clinical research and practice also are essential forms of scholarship.

Writing-intensive course requirement
The writing-intensive course requirement is met through the following courses:

Theatre majors: THR 300 Theatre History
Music majors: MUS 322 Music History and Literature II and MUS 425 Research in Music History
Music Therapy majors: MTH 420 Research Methods in Clinical Practice and MUS 322 Music History and Literature II.

Double-Majoring in Music or Theatre and Arts Leadership and Administration
Students interested in careers in arts administration are encouraged to double- major in Music or Theatre and Arts Leadership & Administration.

Students who major in Music or Theatre do not have to complete an arts track, but they must complete all other requirements for the Arts Leadership & Administration major as found in the Art Department section of the Catalog.

Theatre Major

The theatre program provides superior training for students interested in pursuing a professional theatre career. Students develop critical thinking, problem solving and creative abilities in an atmosphere focusing upon each individual student's skills, needs, and interests. Students may audition

for several performance opportunities per year or may choose to work "behind the scenes" with industry professionals in lighting, sound, costuming, makeup, stagecraft, marketing, design and stage management. Queens students and faculty have won multiple Metrolina Theatre awards for exceptional productions. In addition, the Arts at Queens (art, creative writing, music, theatre, and dance) are highly collaborative, offering students multiple opportunities to study and work across disciplines.

Internships
Theatre students have had the opportunity to intern at diverse sites including Charlotte Arts Magazine, Radio Disney Charlotte, WBTV News, the Blumenthal Performing Arts Center, Theatre Charlotte, Opera Carolina, and the Arts and Sciences Council of Charlotte-Mecklenburg. Charlotte's vibrant dramatic arts community offers a wide variety of opportunities for students interested in the performing arts as actors, technicians, and arts leaders.

Degree
The major in Theatre leads to a Bachelor of Arts degree.

Requirements: Students are required to complete at least 38 hours in the major.

Requirements for the major in Theatre are:
Core Requirements:
THR 150 Beginning Acting
THR 210 Stagecraft Practicum (1-4 hours)
THR 300 Theatre History
THR 320 Lighting and Sound Design
THR 351 Directing for the Theatre
THR 455 Senior Project (4-8 hours)

Complete 4 of the following courses: (16)
Dramatic Literature
ENG 313 Shakespeare Studies
THR 380 Topics in Dramatic Literature

Technical Theatre Courses
THR 330 Costuming and Makeup Design
THR 340 Scenic Design
THR 382 Topics in Experiential Theatre

Theatre Performance Courses
THR 260 Stage Combat
THR 350 Advanced Acting
THR 360 Intermediate Stage Combat
THR 362 Fighting for Film

At least 1 hour of the following applied stagecraft courses: (1)
THR 220 Lighting and Sound Practicum (1-4 hours)
THR 230 Costuming & Makeup Practicum (1-4 hours)
THR 240 Scenic Arts Practicum (1-4 hours)
THR 245 Stage Management Practicum (1-4 hours)
THR 321 Adv Lighting and Sound (1-4 hours)
THR 331 Adv Costuming and Makeup (1-4 hours)
THR 341 Adv Scenic Arts Practicum (1-4 hours)
THR 345 Adv Stage Management (1-4 hours)
TOTAL: 38 hours

Requirements for Music and Music Therapy Majors

Admissions Criteria
All students must demonstrate suitable proficiency on a primary instrument through a live audition prior to beginning a degree program in music. All Music Therapy students will be required to pass a background check and a drug screening. These security measures are required for clinical placements.

Transfer Students
Transfer students at the junior or senior level as well as second degree students whose first degree was not in music will be asked to complete the Sophomore Qualifying Exam. This includes testing in the areas of music history, music theory, sight-singing and applied performance.

Second degree or equivalency certificate students in Music Therapy who already have an undergraduate degree in music must audition for the Music faculty, and complete all of the required courses in the undergraduate Music Therapy curriculum, including the professional internship. They are also required to take the Sophomore Qualifying Exam.

Sophomore Qualifying Exam
All students majoring in Music and Music Therapy, including transfer students and second degree students, must pass a Sophomore Qualifying Exam (SQE). The exam assesses students in the areas of performance, theory, history, sight singing and sight reading. (See Music/Music Therapy Handbook for details.)

Major Field Exam
During the spring of the senior year, all Music and Music Therapy majors will be required to take a major field exam in music history and music theory. This exam is for assessment purposes only.

Proficiency Requirement
All candidates for music degrees must be able to demonstrate basic piano proficiency. Music Therapy

degree candidates must also pass proficiencies in voice and guitar. Students who cannot pass a proficiency exam upon entering a music program must enroll in a course or applied lessons in the appropriate instruments until proficiency has been achieved. Detailed information about skills covered in the proficiency exams can be found in the Music/Music Therapy Handbook.

Solo Recitals
Students who show diligent and regular practice habits, in addition to excellence in mastering technique and repertoire, may be invited by their applied teachers to give a solo recital, subject to departmental approval. (See Music/Music Therapy Handbook for details.)

Concert attendance
All Music degree programs require 8 semesters of concert attendance (MUS 010, 011, 020, 021, 030, 031, 040, and 041). All Music Therapy transfer students and second degree students must enroll in concert attendance every semester they are enrolled, up to eight semesters.

Music Major

Degree
The Music major leads to the Bachelor of Arts degree.

Requirements for the B.A. Music major are:

Core Requirements:
MUS 105 Music Theory and Ear Training I
MUS 106 Music Theory and Ear Training II
MUS 201 Introduction to World Music
MUS 305 Music Theory and Ear Training III
MUS 306 Music Theory and Ear Training IV
MUS 310 Conducting
MUS 321 Music History and Literature I
MUS 322 Music History and Literature II
MUS 425 Research in Music History

Plus:
Principle Applied Instrument (12 hrs)
MUS 157 Piano Class I
MUS 158 Piano Class II
MUS 159 Piano Class III
MUS 160 Piano Class IV
MUS 395 Functional
Piano Class

Ensemble:
• At least 2 large ensemble credits based on the primary instrument MUS 177/178, 179/180 or 187/188; pianists may choose any large ensemble.

• At least 2 small ensemble credits based on the primary instrument MUS 185/186 and/or 197/198.

Each semester, students must register for concert attendance credit: MUS 010, 011, 020, 021, 030, 031, 040, 041.

TOTAL: 24 courses for 53 hours

Recommended concentrations include:
Vocal Performance
Piano Performance
Guitar Performance
Vocal Pedagogy
Piano Pedagogy
Music History
Musical Theatre

Vocal Performance Concentration:
MUS 215 Diction for Singers (Eng/Lat/Ital)
MUS 216 Diction for Singers (Fr/Ger)
MUS 324 Vocal Pedagogy and Literature
MUS 396 Half Recital*
Applied Voice (8 additional credit hours)

** Students may take MUS 400 Full Recital with Departmental approval*
TOTAL: 17 hours

Piano Performance Concentration:
MUS 313 Piano Pedagogy
MUS 314 Piano Literature
MUS 396 Half Recital*
Applied Piano (8 additional credit hours)

** Students may take MUS 400 Full Recital with Departmental approval*
TOTAL: 17 hours

Guitar Performance Concentration:
MUS 315 Guitar Pedagogy
MUS 316 Guitar Literature
MUS 396 Half Recital*
Applied Guitar (8 additional credit hours)

** Students may take MUS 400 Full Recital with Departmental approval*
TOTAL: 17 hours

Vocal Pedagogy Concentration:
MUS 215 Diction for Singers (Eng/Lat/Ital)
MUS 216 Diction for Singers (Fr/Ger)
MUS 324 Vocal Pedagogy and Literature
Applied Voice (8 additional credit hours)

** Students may take MUS 396 (Half Recital) or MUS 400 (Full Recital) with Departmental approval*
TOTAL: 15 hours

]Piano Pedagogy Concentration:
MUS 313 Piano Pedagogy
MUS 314 Piano Literature
Applied Piano (4 additional hours)
MUS 460 Senior Thesis/Project

** Students may take MUS 396 (Half Recital) or MUS 400 (Full Recital) with Departmental approval*
TOTAL: 16 hours

Music History Concentration
MUS 200 From Jazz to Rock and Roll
MUS 207 Music in America
MUS 460 Senior Thesis/Project

Complete one of the following:
MUS 355 Topics: Music History and Literature
MUS 360 Topics: Style and Substance
TOTAL: 16 hours

Musical Theatre Concentration includes:
MUS 202 History of Musical Theatre
THR 150 Beginning Acting
THR 210 Stagecraft Practicum (1-4 hours)
THR 350 Advanced Acting
THR 351 Directing for the Theater
Total: 17-21 hours

Music Therapy Major

Degree
The Music Therapy major leads to the Bachelor of Music degree.

Internship Requirement
Students majoring in music therapy fulfill the Queens Internship requirement through the Professional Music Therapy Internship (MTH 499).

Minimum Grade Requirement
Music therapy is a professional degree program that assumes competence. Students must earn a C or better in MTH 161 voice class, MTH 261 Functional Guitar II, and MTH 361 Functional Piano II or they will be asked to repeat the courses. In addition, students must earn a grade of "C" or better in each of the core music therapy courses (MTH 120, MTH 231/232/331/332/431/432, MTH 200, MTH 280, MTH 300, MTH320, MTH 380, MTH 420, and MTH 480). Students who fail to earn a grade of C in a core course will be invited to a conference to discuss continuance in the Music Therapy Program and may be required to repeat the course.

Requirements for the Music Therapy Major are:
Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)

Core Music:
MUS 105 Music Theory and Ear Training I
MUS 106 Music Theory and Ear Training II
MUS 305 Music Theory and Ear Training III
MUS 306 Music Theory and Ear Training IV
MUS 310 Conducting
MUS 321 Music History and Literature I
MUS 322 Music History and Literature II

Plus:
Principal Applied Instrument (12 hrs)
MTH 161 Voice Class
MTH 250 Percussion Techniques for Therapy
MTH 261 Functional Guitar II
MUS 395 Functional Piano Class I
MTH 361 Functional Piano Class II

Ensemble:

- At least 2 large ensemble credits based on the primary instrument MUS 177/178, 179/180, 185/186 or 187/188;

- At least 2 ensemble credits of a choral ensemble: MUSC 187/188 and/or 197/198. Note: For students with voice as the primary instrument, this requirement makes 4 semesters of choral ensemble when paired with the primary instrument requirement above.

- At least 2 ensemble credits based on improvisation: MTH 185/186

Each semester, students must register for concert attendance credit: MUS 010, 011, 020, 021, 030, 031, 040, 041.(Transfer students must take one each semester enrolled for a maximum of eight semesters.)

Core Music Therapy:
MTH 120 Introduction to Music Therapy
MTH 200 MT Meth & Mat_School/Home
MTH 280 Defining Music Therapy
MTH 300 MT Meth & Mat_Geri/Psych
MTH 320 Psychology of Music *
MTH 380 MT Meth & Mat_Medical
MTH 420 Research Methods in Clinical Practice
MTH 480 Music Therapy Capstone

Plus:
MTH 131 Clinical Experience I_Clinic
MTH 132 Clinical Experience II_Clinic
MTH 231 Field Studies_Children I
MTH 232 Field Studies_Children II
MTH 331 Field Studies_Adol/Adults I
MTH 332 Field Studies_Adol/Adults II
MTH 431 Field Studies_Med & Psyc I

MTH 432 Field Studies_Med & Psyc II
MTH 499 Professional Internship in MT

Plus the Psychological/Science minor:
BIO 220 Applied Anatomy and Physiology
PSY 101 General Psychology
PSY 210 Developmental Psychology
PSY 271 Abnormal Psychology

Plus one additional Psychology course at the 300 level or above (4 hours)

**May be taken as a QLC*

Second Degree Candidates in Music Therapy

Without a prior degree in music

Requirements for the Music Therapy Major leading to the BM degree as a second degree, where the first degree earned from an accredited institution was not in music, are the same as for a first degree with a few exceptions. The following differences apply:

- MTH 131 and MTH 132 Clinical Experience I_Clinic and Clinical Experience II_Clinic are not required.
- One semester of Field Studies_Children (MTH 231 or MTH 232) is required.
- One semester of Field Studies_Adol/Adults (MTH 331 or MTH 332) is required.
- A psychology elective is not required.

With a Prior Degree in Music

Requirements for the Music Therapy Major leading to the BM degree as a second degree, where a BA or BM in Music has already been earned from an accredited institution are:

Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)

Core Music Therapy:
MTH 120 Introduction to Music Therapy
MTH 200 MT Meth & Mat_School/Home
MTH 280 Defining Music Therapy
MTH 231 or 232 Field Studies_Children I or II
MTH 250 Percussion Techniques for Therapy
MTH 300 MT Meth & Mat_Geri/Psych
MTH 320 Psychology of Music
MTH 331 or 332 Field Studies_Adol/Adults I or II
MTH 380 MT Meth & Mat_Medical
MTH 420 Research Methods in Clinical Practice
MTH 431 Field Studies_Med & Psyc I
MTH 432 Field Studies_Med & Psyc II
MTH 480 MT Capstone
MTH 499 Professional Internship in MT

Plus:
BIO 220 Applied Anatomy and Physiology
MUS 310 Conducting
PSY 101General Psychology
PSY 210 Developmental Psychology
PSY 271 Abnormal Psychology

Minors

DRAMATIC LITERATURE MINOR
ENG 313 Shakespeare Studies
THR 120 Introduction to Theatre
THR 210 Stagecraft Practicum (4 Hours)
THR 300 Theatre History
THR 380 Topics in Dramatic Literature
Total: 20 Hours

MUSIC MINOR
MUS 100 Introduction to Music
MUS 101 Fundamentals of Music
MUS 171 Applied Music (2 hrs)
MUS 181 Applied Music (2 hrs)
MUS 201 Introduction to World Music

Plus one music history course, at or above the 200 level (3-4 hrs)

Plus two ensemble credits (2 hrs)

Plus two additional credits in Applied Music and/or Ensemble (2 hrs)
Total: 23-24 hours

MUSIC HISTORY MINOR
MUS 100 Introduction to Music
MUS 201 Introduction to World Music
MUS 321 Music History and Literature I
MUS 322 Music History and Literature II

Complete two of the following
MUS 200 From Jazz to Rock 'n' Roll
MUS 207 Music in America
MUS 355 Topics: Music History and Literature
MUS 360 Topics: Style and Substance
Total: 22 hours

MUSIC IN SPECIAL EDUCATION MINOR
Note: This minor is not available to music and music therapy majors.
MUS 100 Introduction to Music
MUS 101 Fundamentals of Music
MUS 161 Non-Major Applied Music (Voice or Piano-2 semesters) (2 hrs)
MTH 120 Introduction to Music Therapy
MTH 131 Clinical Experience I

MTH 132 Clinical Experience II
MTH 200 MT Meth.& Materials for School & Home-Based Settings
PSY 101 General Psychology
PSY 270 The Exceptional Child

Ensemble (2 hours) chosen from:
MUS 187/188 Chorale
MUS 177/178 Concert Band
Total: 27 hours

MUSICAL THEATRE MINOR
(Interdisciplinary minor housed in the Music, Theatre & Dance Department)

Track 1, for Theatre majors (22 hours)
MUS 100 Introduction to Music
MUS 101 Fundamentals of Music
MUS 113 Sight Singing and Ear-Training
MUS 157 Piano Class I or Applied Music (Piano) (1 hr)
Applied Music (voice) (6 hrs)
MUS 202 History of Musical Theater

Ensemble (2 hours) chosen from:
MUS 187/188 Chorale
MUS 197/198 Chamber Singers

Track 2, for all other majors (25 hours)
THR 120 Introduction to Theatre
THR 150 Beginning Acting
THR 210 Stagecraft Practicum or THR 351 Directing for the Theater (4 hrs)
MUS101 Fundamentals of Music
MUS113 Sight Singing and Ear-Training
MUS157 Piano Class I or Applied Music (Piano) (1 hr)
MUS 202 History of Musical Theater
Applied Voice (3 hrs)

TECHNICALTHEATRE MINOR
THR 120 Introduction to Theatre
THR 210 Stagecraft Practicum (1-4 hours)
THR 321 Lighting and Sound Design

Complete two of the following:
THR 330 Costuming and Makeup Design
THR 340 Scenic Design
THR 382 Topics in Experiential Theatre

Complete at least 3 hours of applied stagecraft:
THR 220 Lighting and Sound Practicum (1-4 hours)
THR 321 Adv Lighting and Sound (1-4 hours)
THR 230 Costuming & Makeup Practicum (1-4 hours)
THR 331 Adv Costuming and Makeup (1-4 hours)
THR 240 Scenic Arts Practicum (1-4 hours)
THR 341 Advanced Scenic Arts (1-4 hours)
THR 245 Stage Management Practicum (1-4 hours)
THR 345 Advanced Stage Management (1-4 hours)
Total: 20 hours

THEATRE PERFORMANCE MINOR
THR 150 Beginning Acting
THR 210 Stagecraft Practicum (4 hours)
THR 260 Stage Combat
THR 350 Advanced Acting
THR 351 Directing for the Theater (4 hours)
Total: 20 Hours

STAGE COMBAT MINOR
THR 150 Beginning Acting
THR 210 Stagecraft Practicum (4 hours)
THR 260 Stage Combat
THR 360 Intermediate Stage Combat
THR 362 Fighting for Film
Total: 20 Hours

Certificate Program
Music Therapy Equivalency Certificate

The curriculum for the music therapy equivalency certificate meets the entry level standards of the American Music Therapy Association. All students must pass proficiency examinations in applied piano, voice, and guitar. Entering students who do not meet these standards or who do not transfer in a conducting or percussion techniques course should consider the second degree option. Upon completion of the certificate program, students will be eligible to sit for the national board certification examination in Music Therapy. The certificate may be earned only by non-degree candidates.

Admission to the Certificate Program
Individuals interested in obtaining a Music Therapy Equivalency Certificate should contact the Hayworth School Admissions Office at 704.337.2314. Direct questions about program requirements to the Music Therapy Program Director at 704.337.2570.

Admission Requirements
To be considered for admission as a non-degree student in the certificate program, an applicant must:

1. Hold a bachelor's degree in Music from an accredited institution.
2. Transfer enough credits in the courses outlined below such that fewer than 30 credits remain to complete the certificate program. Applicants who have more than thirty remaining credits for completion of the program should instead consider entry into the second degree program in Music Therapy.

3. Submit a completed application form, including the application fee.
4. Submit official transcript(s) of all post- secondary academic course work.
5. Consent to and pass a background check and drug screen prior to admission.

The requirements for completion of the music therapy equivalency certificate are as follows:

BIO 220 Applied Anatomy and Physiology
MTH 120 Introduction to Music Therapy
MTH 161 Voice Class
MTH 200 MT Methods & Materials: School/Home-based Settings
MTH 231 Field Studies I: Children I
or MTH 232 Field Studies II: Children II
MTH 250 Percussion Techniques for Therapy
MTH 261 Guitar II
MTH 280 Defining Music Therapy
MTH 300 MT Methods & Material: Geri/Psyc Settings
MTH 320 Psychology of Music
MTH 331 Field Studies: Adol/Adults I
or MTH 332 MT Field Studies: Adol/Adults II
MTH 361 Functional Piano II
MTH 380 MT Methods & Materials: Medical Settings
MTH 420 Research Methods in Clinical Practice
MTH 431 Field Studies: Med/Psych
MTH 432 Field Studies: Med/Psych
MTH 480 Music Therapy Capstone
MTH 499 Professional Internship
MUS 310 Conducting
PSY 101 General Psychology
PSY 210 Developmental Psychology
PSY 271 Abnormal Psychology

PHILOSOPHY and RELIGION DEPARTMENT

The study of philosophy and religion engages students in a rich, comprehensive and critical investigation of religious and philosophical perspectives. The major is especially strong in strengthening the critical-thinking and communication abilities of our students. A broad inquiry into patterns of thought and lives helps cultivate a depth of thought that is invaluable for a wide variety of graduate studies and careers. Queens offers a study of philosophy and religion that is both broad and deep, with classes studying thought and practice from a global perspective.

The Department offer two majors: a Philosophy major and a Religion major, as well as six minors: pre-ministry (a pre-professional program that offers the possibility of an intensive internship), ethics, peace studies and conflict resolution, Jewish Studies, philosophy, and religion.

The programs in philosophy and religion are closely linked to the Center for Ethics and Religion. Students may attend the Center's programs with nationally and internationally known speakers. Past speakers have included Dr. Francis Collins, past director of the Human Genome Project and author of *The Language of God*; Dr. Cornel West, philosopher, author, professor of African-American studies and frequent speaker in the media; Dr. Patricia Churchland, professor and author who argues that ethics can be traced back to factors such as oxytocin, the bonding hormone; and Krista Tippett, author of *Einstein's God* and host of American Public Radio's "On Being."

Writing-intensive course requirement
The writing-intensive course requirement is met with PHL 340 or REL 310.

Degree
The department offers two majors, in philosophy and in religion, each leading to the Bachelor of Arts degree.

Philosophy Major

The study of philosophy engages students in a rich, comprehensive and critical investigation of philosophical perspectives. The major is especially strong in strengthening the critical-thinking and communication abilities of our students. The philosophy major emphasizes an approach to thinking and understanding through both the imagination and logic. Topics such as environmental philosophy, Chinese philosophy, the philosophy of religion, and a historical understanding of thought from the classical Greeks to today are offered.

Careers
With close attention given to critical thinking, communication, and problem-solving, students acquire a depth of thought that is invaluable for a wide variety of careers, including law, journalism, civic service, teaching, and business. The major prepares students well for graduate work in philosophy and ethics.

Requirements
Students must complete 36 hours in the philosophy major, of which at least 20 hours must be at 300-level or above. At least 28 hours must have a PHL prefix, with up to eight hours with a REL prefix. With the approval of the department chair, up to three courses in the QLC general education program taught by a member of the Philosophy or Religion faculty can count toward these degree requirements.

Requirements for the Philosophy major: Core courses
PHL 110 Introduction to Philosophy **or**
PHL 120 Philosophy Through Film
PHL 210 Introductory Logic
PHL 340 Philosophy of Religion
PHL 345 Eastern Philosophy
PHL 400 Capstone in Philosophy

***Plus* choose at least one course in philosophical traditions from the following:**
PHL 350 Ancient & Medieval Western Philosophy
PHL 355 Contemporary Western Philosophy

***Plus* choose at least one course in philosophy and society from the following:**
PHL 305 Contemporary Moral Issues
PHL 310 Bio-Medical Ethics
PHL 320 Philosophy of Art
PHL 325 Environmental Philosophy
PHL 330 Social and Political Philosophy
REL 340 Comparative Religious Ethics
REL 355 Waging Peace

Plus choose two courses (8 credit hours) from any remaining PHL or REL courses, at least one of which must be at the 300-level or above. They may be chosen from courses above not already elected, as well as from as any other courses in the catalog, including PHL 290 Seminar in Philosophy, PHL 360 American Philosophy, and PHL 380 Topics in Philosophy.

Religion Major

The religion major emphasizes a critical and sympathetic study of the practices and teachings of the world's great religions. In keeping with Queens' Presbyterian tradition, our approach to the study of religious traditions can be called "thinking the faith." That is, academic attention to traditions, scripture, ethics, and culture leads students to grow in their capacity for critical thinking, as well as their ability to communicate effectively.

Careers
The religion major provides a foundation for many types of jobs such as clergy, youth pastor, church administrator, teacher, fundraiser, researcher, social worker journalist, diplomat, non-profit leader, and humanitarian and more. The major also provides an excellent preparation for graduate school, seminary, or divinity school.

Requirements
Students must complete 36 hours in the religion major, of which at least 20 hours must be at 300-level or above. At least 28 hours must have a REL prefix, with up to eight hours with a PHL prefix. With the approval of the department chair, up to three courses in the QLC general education program taught by a member of the Religion or Philosophy faculty can count toward these degree requirements.

Required courses for the Religion Major: Core courses

REL 110 Religion in a Global Context
REL 210 Basics in Biblical Studies
REL 310 Topics in Biblical Studies
REL 340 Comparative Religious Ethics
REL 355 Waging Peace
REL 400 Capstone Course

***Plus* choose at least one of the following:**
PHL 340 Philosophy of Religion
PHL 345 Eastern Philosophy
REL 290 Seminar in Religion and Culture

***Plus* choose at least one of the following:**
PHL 325 Environmental Philosophy
REL 350 Justice and Social Change
REL 360 The Problem of Evil
REL 380 Topics in Religious Studies

Plus choose one course (4 credit hours) from any remaining REL or PHL courses. This course may be chosen from courses above not already elected, as well as from as any other REL or PHL courses offered.

Minors

ETHICS MINOR
(Interdisciplinary minor housed in the Philosophy-Religion Department)

Choose five courses:
BUS 320 Business Ethics
COM 364 Media Law and Ethics
HST 322 Inventing American Capitalism
PHL 305 Contemporary Moral Issues
PHL 310 Bio-Medical Ethics
PHL 355 Contemporary Western Philosophy
REL 210 Basics in Biblical Studies
REL 340 Comparative Religious Ethics
Total: 19 - 20 Hours

JEWISH STUDIES
(Interdisciplinary minor housed in the Philosophy-Religion Department)

ENG 334 Jewish Literature
ENG 351 Topics in Cultural Studies (when taught with a theme fitting Jewish Studies)
HST 300 Research Methods
HST 328 Immigration & the Making of America
HST 355 Nazi Germany
REL 210 Basic Biblical Studies
REL 290 Seminar in Religion and Culture (when taught with a theme fitting Jewish Studies)
REL 380. Topics in Religion (when taught with a theme fitting Jewish Studies)
Total: 20 Hours

PEACE STUDIES AND CONFLICT RESOLUTION MINOR
(Interdisciplinary Minor housed in the Philosophy-Religion Department)

Choose five courses:
COM 327 Intercultural Communication
POL 215 Ethnic, Gender, and Minority Politics
POL 340 Global Conflict
PSY 351 Forgiveness: Theory, Research and Practice
PSY 250 Social Psychology
REL 350 Justice and Social Change
REL 355 Waging Peace
REL 360 Problem of Evil
SOC 150 Social Problems
SOC 350 Social Inequality
Total: 20 Hours

PHILOSOPHY MINOR

PHL110 Introduction to Philosophy or
PHL 120 Philosophy Through Film
PHL 210 Introductory Logic

Plus three additional philosophy courses, or two additional philosophy courses and one religion

course. At least two of the courses must be at the 300-level or higher.
Total: 20 Hours

PRE-MINISTRY MINOR
(Interdisciplinary minor housed in the Philosophy-Religion Department)

Required:
REL 110 Religion in a Global Context
REL 210 Basics in Biblical Studies

Plus choose two from:
Any 300-level REL courses

Plus choose one from:
BUS 333 Principles of Management
COM 101 Intro to Communication Studies.
COM 200 Public Speaking
COM 306 Integrated Strategic Communication
PSY 260 Introduction to Counseling
SOC 101 Introduction to Sociology
SOC 340 Race and Ethnicity
Total: 19 - 20 Hours

RELIGION MINOR
REL 110 Religion in a Global Context
REL 210 Basics in Biblical Studies

Plus three additional religion courses, or two additional religion courses and one philosophy course. At least two of the courses must be at the 300-level or higher.
Total: 20 Hours

POLITICAL SCIENCE, INTERNATIONAL STUDIES, & SOCIOLOGY DEPARTMENT

The department offers three majors leading to the Bachelor of Arts degree: International Studies, Political Science, and Sociology.

INTERNATIONAL STUDIES MAJOR

The major in International Studies emphasizes understanding the world from diverse, interdisciplinary approaches and fosters an appreciation for other cultures. Students combine their interests in global issues with a specific disciplinary focus like business, international human rights, or medicine.

Careers
Study in international affairs provides a foundation for careers in government, politics, law, journalism, education, and business, and prepares students for graduate study in all areas of the discipline. Courses provide analytical, critical thinking, and normative development. A residency requirement allows students to study in the culture of their choice. An individualized concentration allows students to build a flexible program of study that aligns with their interests.

Writing-intensive course requirement
The writing-intensive course requirement is met with POL 250 or HST 300.

Degree
A major in International Studies leads to the Bachelor of Arts degree.

Requirements
Students are required to complete 42 hours in the major.

Requirements for the International Studies major are:

Core (26 hours):
HST 102 Global History Since 1500
or REL 110 Religion in a Global Context
INS 350 International Residency Project
POL 105 Introduction to Comparative Politics
POL 110 Introduction to International Relations
or SOC 101 Introduction to Sociology
POL 250 Social Science Research Methods
or HST 300 Research Methods
POL 350 International Political Economy
POL 410 Capstone in Political Science
or HST 495 Masterworks

Complete four internationally themed courses selected by the student in consultation with their advisor to create a coherent, individually designed concentration. Two courses must be at the 300 level or above (16 hours).

Complete a minor in a foreign language. Students who are fluent in more than one language may ask for exemption from the minor language requirement, although exploring a new language is always advised.

POLITICAL SCIENCE MAJOR

The major in Political Science emphasizes the empirical, analytical, comparative, and normative investigation of contemporary political issues facing the United States and the global community. Attention is given to critical thinking, problem-solving, research, and writing skills. Introductory courses present basic ideas, issues, and concepts in political science. Upper-level courses provide in-depth investigation of introductory material and focus on specialized areas.

Careers

Study in the social sciences provides a foundation for careers in government, politics, law, journalism, education, and business, and prepares students for graduate study in all the subfields of the discipline and law school.

Writing-intensive course requirement
The writing-intensive course requirement is met with POL 250 and POL 411.

Degree
A major in Political Science leads to the Bachelor of Arts degree.

Requirements
Students are required to complete 44 hours in the major.

Requirements for the Political Science major are:

Core (20 hours):
POL 100 United States Government
POL 105 Introduction to Comparative Politics
or POL 110 Intro to International Relations
POL 250 Social Science Research Methods
POL 350 International Political Economy
or POL 360 Topics in Political Thought
POL 410 Capstone in Political Science

Complete six additional POL courses, three of which are at the 300 level or above. Two electives may be

taken from an approved political science course within the general education curriculum. (24 hours).

SOCIOLOGY MAJOR

The major in Sociology offers students intriguing coursework focused on the study of human behavior within its social context. Students are given a solid background in the theoretical frameworks and research methods social scientists use to understand social interactions and the major social institutions of our society (e.g., family, economy, and religion). In the program, students practice the craft of sociology by critically analyzing social problems, collecting and interpreting empirical data, and applying their informed sociological perspectives to public policy and community development.

Careers
With emphasis on cultural awareness and analytical and communication skills, students are prepared for careers in a variety of areas, including helping professions, law enforcement and corrections, government and non-profit agencies, human resources, and applied research positions. Sociology majors are also well prepared for graduate study in the social sciences, public administration, social work, public health, and criminal justice.

Writing-intensive course requirement
The writing-intensive course requirement is met with SOC 411.

Degree
A major in Sociology leads to the Bachelor of Arts degree.

Requirements
Students are required to complete 36 hours in the major.

Requirements for the Sociology major are:

Core Coursework for the Major (20 hours):
MAT 131 Introductory Statistics for Social Sciences
SOC 101 Introduction to Sociology
SOC 250 Social Science Research Methods
SOC 400 Social Theory
SOC 411 Capstone in Sociology

Elective Coursework for the Major (16 hours):
Complete four additional SOC courses, three of which are at the 300 level of above. Two approved Sociology courses within the general education curriculum may be taken as electives towards the Sociology major.

Minors

INTERNATIONAL STUDIES MINOR
POL 105 Comparative Politics
HST 102 Global History Since 1500
or REL 110 Religion in a Global Context
POL 110 World Politics
or SOC 101 Intro to Sociology

Plus two internationally themed electives at the 300 level, approved by the advisor.

TOTAL: 20 hours

POLITICAL ECONOMY MINOR *(Interdisciplinary minor housed in the Political Science, International Studies & Sociology Department)*

POL 100 United States Government or
POL 105 Introduction to Comparative Politics
POL 250 Social Science Research Methods
or ECO 203 Macroeconomics **AND**
ECO 204 Microeconomics
POL 350 International Political Economics

Plus one of the following:
POL 220 European Politics
POL 230 Latin American Politics
POL 240 Asian Politics

And one of the following:
HST 322 Inventing American Capitalism
POL 335 Politics in Developing Countries
POL 355 Political Economy of North-South
Total: 20 Hours

POLITICAL SCIENCE MINOR
POL 100 United States Government
POL 105 Introduction to Comparative Politics
or POL 110 Introduction to International Relations

Plus one elective at the 200 level and two electives at the 300 level and above
Total: 20 Hrs.

PRE-LAW MINOR
(Interdisciplinary minor housed in the Political Science, International Studies & Sociology Department)

POL 120 Foundations in Law
PHL 210 Introductory Logic
POL 250 Social Science Research Methods
or HST 300 Research Methods

POL 310 Constitutional Law I
or POL 311 Constitutional Law II

Plus choose two courses:
BUS 305 Legal Environment of Business
COM 364 Media Law
POL 290 Moot Court
POL 345 International Law and Organization
POL 370 Topics in Law
Total: 23-24 Hours

SOCIOLOGY MINOR
SOC 101 Introduction to Sociology
or SOC 150 Social Problems

Plus four elective courses (16 hrs.) within the Sociology program. At least two of these courses (8 hrs.) must be at the 300 level or above.
Total: 20 Hours

PSYCHOLOGY DEPARTMENT

The Psychology Department offers a major and minor in Psychology.

Psychology Major
The science of psychology is the study of behavior and mental processes. The psychology major at Queens includes a sequence of core courses emphasizing research skills, critical thinking, and information literacy. Content area courses focus on knowledge across the core areas of psychology. Introductory courses present basic psychological principles; upper-level courses provide opportunities for further work in areas of special interest. Independent study allows the student to design and carry out original research. Internships in community settings enable the student to make practical application of psychological principles. Students are prepared for careers in psychology-related fields and/or further graduate education.

Careers
A major in Psychology provides a basis for graduate study in areas of psychology, education, social sciences, social work, and law as well as a foundation for careers in personnel, social work, mental health, health care, business and similar areas.

Writing-intensive course requirement
The writing-intensive course requirement is met with: PSY 200; PSY 300, 301 and 302; and PSY 400 and 401.

Degree
A major in Psychology leads to the Bachelor of Arts degree.

Prerequisite
PSY 101 is prerequisite to all Psychology courses.

Required hours in the major
Students must complete 50 hours in psychology courses and MAT 131 Statistics for a total of 54 hours.

Required courses
Core: These courses introduce students to the knowledge base of psychology and prepare them for scientific inquiry and critical thinking (26 hours)

MAT 131 Introductory Statistics for the Social Sciences
PSY 101 General Psychology
PSY 200 Information Literacy
PSY 300 Research Methods I
PSY 301 Research Methods Lab

PSY 302 Research Methods II
PSY 400 Advanced General Psychology I
PSY 401 Advanced General Psychology II

Content areas: Students must take the minimal number of hours listed for each of the five content areas for a total of 24 hours.

Biopsychology – at least ONE course (4 hours)
BIO 321 Animal Behavior
PSY 280 Health Psychology
PSY 385 Physiological Psychology

Cognition and Learning – at least ONE course (4 hours)
PSY 226 Psychology of Learning
PSY 326 Cognitive Psychology
PSY 327 Psychology of Language

Developmental – at least ONE course (4 hours)
PSY 210 Developmental Psychology
PSY 311 Infant and Child Psychology
PSY 312 Adolescent Psychology
PSY 313 Adulthood and Aging

Variations in Individual and Group Behaviors – at least TWO courses (8 hours)
PSY 250 Social Psychology
PSY 251 Psychology of Personality
PSY 260 Introduction to Counseling
PSY 270 Exceptional Child
PSY 271 Abnormal Psychology
PSY 350 Organizational Psychology
PSY 351 Forgiveness: Theory, Research, and Practice
PSY 352 Psychology of Religion
PSY 354 Forensic Psychology
PSY 355 Sports Psychology or KIN 418 Exercise and Sport Psychology
PSY 361 Cross-Cultural Psychology
PSY 365 History of Psychology
PSY 379 Psychological Testing
PSY 375 Practicum in Group Dynamics (required permission from supervising instructor)

Elective – at least ONE course (4)
Students may select a course from any courses at the 200-level or above in the area of their choice

Additional available courses: These courses may be taken for additional research experience and independent study and may count toward the general elective in the major. (These courses require permission from a supervising instructor.

PSY 390 Directed Readings in Psychology (1-4 hours)
PSY 395 Psychology Lab Assistant (1-2 hours; may be taken twice)
PSY 391 Psychology Research Assistant I (1-4 hours)
PSY 392 Independent Research (1-4 hours)
PSY 491 Psychology Research Assistant II (1-4 hours)
PSY 492 Advanced Independent Research (1-4 hours)

Minors

PSYCHOLOGY MINOR

PSY 101 General Psychology

Plus 4 other courses reflecting at least two of the content areas noted above (Biological, Cognitive, Developmental, or Variations in Individual and Group Behaviors). A minimum of two of these courses must be at the 300 level or higher.

Total: 20 hours

PSYCHOLOGICAL SCIENCE MINOR

Restricted Minor: Required for Music Therapy majors; not open to other majors (Interdisciplinary restricted minor housed in the Psychology Department)

BIO 220 Applied Anatomy and Physiology
PSY 101 General Psychology
PSY 210 Developmental Psychology
PSY 271 Abnormal Psychology

Plus one additional Psychology course at the 300-level or higher

Total: 20 Hours

WORLD LANGUAGES DEPARTMENT

The Department of World Languages offers three majors leading to the Bachelor of Arts degree: a Spanish major, a French major, and a major in Two Languages.

Teacher Licensure
Students majoring in French or in Spanish may earn licensure to teach K-12. See the Cato School of Education for more information.

Writing Intensive Requirement
The writing-intensive course requirement may be met with one course chosen from FRN 310, 320, or 410, SPN 310, 320, or 410. Substitutions for these courses may be made with department approval.

Language Non-major courses in languages other than French and Spanish are also offered depending upon student interest.

French Major

Requirements for a major in French
Forty credit hours of courses in French above the 100-level are required.

Core requirements: FRN 350 or 351, FRN 420, and one writing intensive class from FRN 310, 320 or 410. Students should take no more than two 200-level classes.

Students who place at the 300 level may fulfill the major by completing 32 credit hours above the 200-level.

The University-wide requirement of an internship may be in an environment related to French and may contribute up to four credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

It is strongly recommended that at least eight hours of credit be earned in foreign residency through participation in an international immersion program, foreign internship or other approved foreign study program.

Spanish Major

Requirements for a major in Spanish
Forty credit hours of courses in Spanish above the 100-level are required.

Core requirements: SPN 350 or 351, SPN 420, and one writing intensive class from SPN 310, 320, or 410. Students should take no more than two 200-level classes. Students who place at the 300 level may fulfill the major by completing 32 credit hours above the 200-level.

The University-wide requirement of an internship may be in an environment related to Spanish and may contribute up to four credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

It is strongly recommended that at least eight hours of credit be earned in foreign residency through participation in an international immersion program, foreign internship or other approved foreign study program.

Major in Two Languages

Requirements for a major in Two Languages
Twenty credit hours above the 100-level in each of the two languages, and a Capstone Seminar in Two Languages are required. One of the languages must be French or Spanish.

Core requirements: One course from SPN 350 or 351, OR FRN 350 or 351, LNG 420, one writing intensive class from CHN 330, FRN 310, 320, 410, LNG 370, SPN 310, 320 or 410.

Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement. It is strongly recommended that at least eight hours of credit be earned in foreign residency through participation in an international immersion program, foreign internship or other approved foreign study program. LNG 203 and 303 can be accepted as major courses if done in a country where French, Spanish, or another language required for the major is spoken.

Minors

CHINESE MINOR
Complete 20 hours of Chinese coursework above the 100 level. **Total 20 hrs.**

FRENCH MINOR
Complete 20 hours of French coursework above the 100 level. **Total: 20 hrs.**

SPANISH MINOR
Complete 20 hours of Spanish coursework above the 100 level. **Total: 20 hrs.**

HAYWORTH SCHOOL

BACHELOR OF ARTS IN GENERAL STUDIES

The College of Arts and Sciences offers coursework leading to a Bachelor of Arts degree with a major in General Studies. This program is designed for the part-time student who desires course offered in a combination of online and evening modalities. The student will graduate with the appropriate academic credentials for applying to graduate programs, while strengthening their analytical, writing and communication skills. With a choice of three tracks that emphasize the development of a discipline specific professional skill set, concentrations in Creative Writing, Organizational Communication and Business Leadership prepare students to advance in their careers. Students admitted to this program will typically bring in 72 credit hours of elective transfer credit towards the degree and will need a minimum of 60 credits to be considered for the program.

Evening Majors
Requirements for the General Studies major are offered in the evening.

Writing-Intensive Course Requirement
The writing-intensive course requirement is met with BGS 450 Capstone in General Studies.

Degree
The General Studies major leads to a Bachelor of Arts degree.

The requirements for the General Studies Major are:

BGS 350 Seminar in General Studies
BSG 450 Capstone in General Studies

Complete one of the following tracks:

Creative Writing:
ENG 206 Introduction to Creative Writing
ENG 240 American Literature
ENG 307 Writing of Creative Non-Fiction**
ENG 310 Writing of Fiction**
ENG 311 Seminar in Creative Writing**
ENG 447 Capstone in Prose**

Complete three additional ENG courses at the 200 to 400 level, one of which is at the 300 or 400 level. It is recommended that the student completes ENG 204 if the course is not used to fulfill the QEN 102 general education requirement.**

***Course must be completed at Queens.*
Total Hours: 36

Organizational Communication:
COM 101 Introduction to Communication Studies
COM 200 Public Speaking
COM 202 Writing for Communication**
COM 210 Digital Media Production**
COM 305 Organizational Communication**
COM 306 Integrated Strategic Communication**

Complete three of the following courses:**
COM 322 Interpersonal Communication
COM 327 Intercultural Communication
COM 332 Conflict Management
COM 334 Group Dynamics and Team Building
***Courses must be completed at Queens.*
Total Hours: 36

Business Leadership
ACC 207 Financial Accounting
BUS 303 Introduction to Entrepreneurship**
BUS 333 Principles of Management**
BUS 421 Organizational Behavior**
COM 305 Organizational Communication**
COM 322 Interpersonal Communication**
ECO 204 Microeconomics
MAT 110 Quantitative Business Methods
POL 305 Congress and the Presidency**
PSY 250 Social Psychology**
SOC 350 Social Inequality**
Total Hours: 38

In addition to the above named courses, students will be expected to complete the following General Education courses:

QMP 200 Roadmap Transition
QHW 103 Health & Wellness
QCP 410 Culminating Experience

Complete two of the following from the same learning community:

QLC 320 QLC-Individuals and Society
QLC 330 QLC-Institutions and Society
QLC 340 QLC-Science and Society
QLC 350 QLC-Creativity and Innovation

CATO SCHOOL of EDUCATION

At Queens University of Charlotte, the education of teachers is the joint responsibility of the faculty of the content area departments and the faculty of the Wayland H. Cato, Jr. School of Education. The Cato School of Education's objectives state that the education of teachers is threefold: they receive a liberal arts education, they pursue their teaching specialties in-depth and they acquire the necessary professional knowledge and skills needed in teaching. Objectives for each area of licensure are listed in the Teacher Education Handbook, available in the Cato School of Education. Students may obtain a teaching license at the elementary or secondary level within a baccalaureate program.

Licensure Areas: Elementary Education K-6; Secondary 9-12 in Biology, Chemistry, English, History, Mathematics, Social Studies; K-12 in French and Spanish

CATO SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER

The goal of Queens University of Charlotte's teacher preparation program is to ensure candidates demonstrate the characteristics of a Queens graduate. Thus, the conceptual framework of the Wayland H. Cato, Jr. School of Education is fully aligned with the University's mission to nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

Our conceptual framework reflects a social constructivist view of learning. This is often conceptualized as a spiral in which learners continuously reflect on their experiences and develop increasingly stronger abilities to integrate new information at more complex levels. We believe that the education of teachers is multifaceted and should reflect the social context of learning as individuals create meaning through their interactions with each other and with the environment in which they live.

North Carolina Teacher Licensure

Obtaining a North Carolina Class A initial teaching license is possible through programs in Elementary Education (K-6); content areas in French and Spanish (grades K-12); and content areas in Biology, Chemistry, English, History, Mathematics and Social Studies (grades 9-12). All programs are approved by the North Carolina Department of Public Instruction and the Council for the Accreditation of Educator Preparation (CAEP), allowing the possibility of licensure reciprocity with other states. Students pursuing licensure in Elementary Education (K-6) should major in Elementary Education and can obtain licensure by completing all additional requirements. Students pursuing licensure in French or Spanish (K-12) should major in French and/or Spanish and can obtain licensure by completing all additional requirements. Students pursuing Secondary Licensure (9-12) must complete the appropriate major and can obtain licensure by completing a minor in secondary education and all additional requirements.

Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in diverse K-12 public school settings. Field experiences related to methods courses will be arranged by the course instructor. Each candidate is responsible for completing the field hours required in the methods courses.

Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in an authentic learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group and whole class settings

TRANSITION POINTS IN THE TEACHER LICENSURE PROGRAM

Application to the Teacher Education Program

Students must apply to the Cato School of Education for admission to the Teacher Education Program prior to completing six education courses for the Elementary Education Program or two education courses for the Secondary Education Program. A student will be applying to either the Elementary Education major or to another Education program.

Requirements for TEP admission:
- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Disposition Self-Assessment Form
- overall grade point average of 2.50 and major grade point average of 2.75
- acceptable scores on the ACT, the SAT, or Praxis I: Core Academic Skills for Educators Test
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

Foliotek Requirement
Candidates must register and pay for Foliotek, our assessment and portfolio management program, when enrolling in their first Education course. Candidate assignments and evidences will only be accepted in Foliotek.

Retention in the Program
Retention in the program is based on the expectation that candidates demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Candidates may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:
- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

Application for Student Teaching
Candidates must apply for student teaching in the term preceding their planned student teaching semester (EDU495). All course work required for the Education major must be completed before the student teaching semester. (Major and minor course work must be completed for Secondary Education candidates.)

Requirements for Student Teaching:
- Student Teaching Application and essays
- cumulative grade point average of 2.50
- grades of C or better in all education courses
- have a major grade point average of 2.75
- acceptable scores on the ACT, the SAT or Praxis I
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

STATE-MANDATED TESTS

To be licensed in Elementary Education in North Carolina, program completers shall be required to pass the following tests from the NC Tests for Educator Licensure program:

- Foundations of Reading Test
- General Curriculum Tests (Mathematics and Multi Subject subtests)

Information about this test can be found at: http://www.nc.nesinc.com/Home.aspx

Secondary and Foreign Language candidates must pass the Praxis II tests in their respective content areas. Information about the Praxis II can be found at www.ets.org/praxis/nc.

Major in Elementary Education

Degree
The major in Elementary Education leads to the Bachelor of Arts degree.

Degree Requirements for Elementary Education:
Students are required to complete 88 credits.
Professional education requirements (K-6)

Requirements for the major in Elementary Education are:

EDU 215 Foundations of Elementary Education
EDU 225 Understanding the Needs of Diverse Learners
EDU 235 Exceptional Learners
EDU 245 Digital Literacies
EDU 304 Classroom Management and Conflict Resolution
EDU 315 Data Driven Instruction and Assessment
EDU 325 Integrating Cultural Arts in the Classroom

EDU 345 Introduction to Balanced Literacy: Diagnostics and Overview
EDU 355 Schooling in the Context of Poverty and English Language Learners
EDU 365 Introduction to Research
EDU 415 Balanced Literacy for K-2 Learners
EDU 425 Elementary Math Methods
EDU 435 Balanced Literacy for 3-6 Learners
EDU 445 Elementary Science Methods
EDU 455 Elementary Social Studies Methods
EDU 465 Critical Issues in Education: Classroom Management, Law, Leadership
EDU 475 Integrating the Elementary Curriculum
EDU 485 Application and Practice: Elementary STEM
EDU 495 Professional Internship in Elementary Schools
PSY 101 General Psychology

Licensure in French or Spanish (K-12)

Requirements for Licensure in French or Spanish (K-12) are:
Completion of a major in French or Spanish

Plus:
EDU 225 Understanding the Needs of Diverse Learners
EDU 245 Digital Literacies
EDU 257 Foundations of Secondary Education (fulfills writing-intensive requirement)
EDU 467 Critical Issues in Secondary Education
EDU 477 Literacy Integrated in Content Areas
EDU 488 Foreign Language Methods and Materials
EDU 489 Exploration of the Foreign Language (must be taken at opposite level of student teaching)
EDU 491 Seminar: Teaching 21st Century Learners
EDU 496 Professional Internship Foreign Language (fulfills internship requirement)
Total of 42 credits

Secondary Education Licensure (9-12)
Licensure areas are *Biology, Chemistry, English, History, Mathematics* or *Social Studies*

Requirements Secondary Education Licensure (9-12) are:
- Completion of a major in the area in which licensure is desired.
- Course requirements in the major or additional to the major as noted below.
- *Plus* the Minor in Secondary Education (9-12) below.

Biology: Major in **Biology**

Chemistry: Major in **Chemistry**

English: Major in **English** including ENG 207 Practicum in Composition Theory and one drama or film in literature class

History: Major in **History**

Mathematics: Major in **Mathematics**.

Social Studies: Major in **History** plus 20 credit hours in related social sciences including

HST 120 Colonial North America
HST 121 The New American Nation
HST 122 Modern America
HST 332 Civil Rights in America
or HST 334 Cold War America
HST 360 Invasion of America
PSY 101 General Psychology

SECONDARY EDUCATION (9-12) MINOR
Restricted Minor open only to candidates majoring in Biology, Chemistry, English, History, Mathematics or Social Studies

EDU 225 Understanding the Needs of Diverse Learners
EDU 245 Digital Literacies
EDU 257 Foundations of Secondary Education
EDU 467 Critical Issues in Secondary Education: Classroom Management, Law, Leadership, Research
EDU 477 Literacy Integrated in the Content Areas
EDU 487 Secondary Methods and Materials
EDU 491 Seminar: Teaching 21st Century Learners
EDU 497 Professional Internship Secondary
Total of 38 credits

The McColl School of Business Undergraduate Program

The McColl School of Business educates students to become successful business and professional leaders. The school seeks to prepare individuals for careers through high quality, innovative business education and to convey to students the concepts of leadership in association with competence, character, and commitment to community. Beyond mastering basic business skills, students will learn to lead, using their knowledge and values to influence people within their organizations and communities.

The McColl School offers undergraduate majors in accounting, business administration, and finance leading to a Bachelor in Business Administration (BBA). The requirement for each major is 72 credit hours. Students may also minor in Business Administration, Entrepreneurship, Marketing or Leadership.

Evening Baccalaureate Programs
All core requirements for both the major and minor in Business Administration are offered in the evenings. However, some electives may only be offered in daytime classes. Some requirements for the Accounting and Finance majors may also only be offered as daytime classes.

ADMISSION TO THE McColl SCHOOL
An undergraduate student is admitted to Queens University initially and then after completing the required prerequisites must make formal application and be admitted to the McColl School in order to major in accounting, business administration or finance. The McColl School application form is available on the Queens Web site at http://mccoll.queens.edu/ug. The application should be submitted online. After the application is reviewed, the decision is sent via email.

Requirements for admission to the McColl School
- Cumulative grade point average of 2.0
- All prerequisite courses completed.
  ACC 207 Financial Accounting
  ECO 204 Microeconomics
  MAT 111 Quantitative Business Methods
- Prerequisite grade point average of 2.5 with no grade below C-
- A completed McColl School online application

Pre-Accounting, Pre-Business, and Pre-Finance majors may take no more than 12 credit hours of business courses (ACC, BUS, ECO, FIN) in addition to the prerequisite courses ACC 207, ECO 204, and MAT 111.

Majors and Minors

Accounting Major

Prerequisites: 9 credit hours
ACC 207 Financial Accounting
ECO 204 Microeconomics
MAT 111 Quantitative Business Methods I

CORE requirements: 39 credit hours
ACC 208 Managerial Accounting
BUS 218 Business Communication
BUS 305 Legal Environment of Business
BUS 325 Management Info Systems
BUS 333 Principles of Management
BUS 340 Principles of Marketing
BUS 350 Operations Management
BUS 410 Business Analytics
BUS 420 International Business
BUS 485 Strategic Management
ECO 203 Macroeconomics
FIN 360 Corporate Finance
MAT 112 Quantitative Business Methods II

Accounting Requirements: 24 credit hours
ACC 307 Intermediate Accounting I
ACC 308 Intermediate Accounting II
ACC 310 Advanced Managerial Accounting
ACC 315 Federal Income Taxation I
ACC 316 Federal Income Taxation II
ACC 413 Auditing
ACC 433 Accounting Policy
ACC 443 Accounting Info Systems

Business Administration Major

Prerequisites: 9 credit hours
ACC 207 Financial Accounting
ECO 204 Microeconomics
MAT 111 Quantitative Business Methods I

CORE requirements: 39 credit hours
ACC 208 Managerial Accounting
BUS 218 Business Communication
BUS 305 Legal Environment of Business
BUS 325 Management Info Systems
BUS 333 Principles of Management
BUS 340 Principles of Marketing
BUS 350 Operations Management

BUS 410 Business Analytics
BUS 420 International Business
BUS 485 Strategic Management
ECO 203 Macroeconomics
FIN 360 Corporate Finance
MAT 112 Quantitative Business Methods II

Electives (24 credit hours)

Any 8 BUS, ACC, FIN, or ECO courses at the 300/400 level

Finance Major

Prerequisites: 9 credit hours
ACC 207 Financial Accounting
ECO 204 Microeconomics
MAT 111 Quantitative Business Methods I

CORE requirements: 39 credit hours
ACC 208 Managerial Accounting
BUS 218 Business Communication
BUS 305 Legal Environment of Business
BUS 325 Management Info Systems
BUS 333 Principles of Management
BUS 340 Principles of Marketing
BUS 350 Operations Management
BUS 410 Business Analytics
BUS 420 International Business
BUS 485 Strategic Management
ECO 203 Macroeconomics
FIN 360 Corporate Finance
MAT 112 Quantitative Business Methods II

Finance Core Requirements (21 credit hours plus a 3 credit hour elective)
FIN 370 Investment Analysis
FIN 376 Financial Markets and Institutions
FIN 474 Intermediate Corporate Finance
FIN 477 Security and Fixed Income Analysis
FIN 478 International Finance
FIN 479 Financial Policy
FIN 480 Financial Derivatives

Electives (choose 1)
ACC 307 Intermediate Accounting I
ACC 310 Advanced Managerial Accounting
FIN 372 Financial Planning
FIN 380 Fundamentals of Banking
FIN 473 Commercial Lending Analysis
FIN 481 Portfolio Analysis and Management

Minors

BUSINESS ADMINISTRATION MINOR
ACC 207 Financial Accounting
ACC 208 Managerial Accounting
BUS 333 Principles of Management
BUS 340 Principles of Marketing
ECO 204 Microeconomics
FIN 360 Corporate Finance
Total: 18 Hours

ENTREPRENEURSHIP MINOR
ACC 207 Financial Accounting
BUS 303 Introduction to Entrepreneurship
BUS 340 Principles of Marketing
BUS 403 Innovation and Creativity
ECO 204 Microeconomics
Total: 15 Hours

GENERAL BUSINESS MINOR
ACC 207 Financial Accounting
BUS 333 Principles of Management
BUS 340 Principles of Marketing
ECO 203 Macroeconomics
or ECO 204 Microeconomics

Plus one of the following:
ACC 208 Managerial Accounting
BUS 305 Legal Environment of Business
BUS 345 Leadership
BUS 420 International Business
*ECO 203 Macroeconomics
*ECO 204 Microeconomics
FIN 372 Financial Planning
* if not taken as one of the required courses
Total: 15 Hours

LEADERSHIP MINOR
(Interdisciplinary Minor Housed in the School of Business)
IDS 305 Leadership **or** BUS 345 Leadership

Plus four electives chosen from:
ATH 101 Cultural Anthropology
BUS 333 Principles of Management
BUS 421 Organizational Behavior
COM 305 Organizational Communication
COM 322 Interpersonal Communication
POL 305 Congress & the Presidency
PSY 101 General Psychology
PSY 250 Social Psychology
SOC 315 Gender in Society
Total: 15 Hours

MARKETING MINOR
BUS 340 Principles of Marketing
BUS 452 Marketing Management
BUS 453 Marketing Research
MAT 112 Quantitative Business Methods II

Plus two electives chosen from:
BUS 351 Consumer Behavior
BUS 353 Promotion Management
BUS 420 International Business
BUS 455 Sales Management
COM 306 Integrated Strategic Communication
Total: 18 Hours

James L. Knight School of Communication

The James L. Knight School of Communication prepares consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve.

The Knight School of Communication offers two majors leading to the Bachelor of Arts degree: Communication and Journalism and Digital Media. Majors in the Knight School provide students with a solid liberal arts education, enabling them to become better consumers, critics, and creators of communication in a variety of settings.

The Knight School of Communication's variety of minors allows students to supplement their major studies with a minor in the communication field. Students from all disciplines are invited to minor in organizational communication, sports communication, journalism, health communication or media studies and popular culture.

Progression in the Major
Continued progress in Knight School of Communication major programs requires a minimum GPA of 2.2 with no grades below C- in the foundation courses.

Evening Programs
The Knight School of Communication offers all requirements for the major in Communication in the evening or online, including many of the elective course options. Students who can also take daytime classes will have a wider choice of electives. The minor in organizational communication can also be completed by taking classes in the evenings or online.

Communication Major

The Knight School of Communication offers coursework leading to a Bachelor of Arts degree with a major in Communication. The Communication major provides students with a solid liberal arts education, enabling them to become better consumers, critics, and creators of communication in a variety of settings.

BA in Communication contains coursework in organizational, relational, intercultural, and sports communication, and is expanding to include such areas as health communication. Students are expected to declare an emphasis as part of COM 495: Communication Capstone, and pursue a senior project that is tailored to their research focus yet aligned with the degree program's overarching learning outcomes. For example, students interested in how communication occurs within organizations or between organizations and their publics may focus their studies in organizational communication; students interested in sports agency, teams, management, and publicity may focus their studies in sports communication. As part of the degree program, we encourage students to pursue unique research projects that explore creative intersections across the field of communication studies.

Requirements: Requirements for the major in Communication are completion of the foundation requirements (16 hours), the theory and research requirements (8 hours), the frameworks requirements (8 hours), the focus requirements (16 hours), and the capstone requirements (8 hours), for a total of 56 hours toward the communication major. Required courses for the major are typically based upon a student's academic catalog of entry.

Foundation (16 credit hours):
COM 101 Introduction to Communication Studies
COM 200 Public Speaking
COM 202 Writing for Communication*
COM 210 Digital Media Production

Theory and Research (8 credit hours):
COM 250 Communication Theory
COM 320 Communication Research

Frameworks (8 credit hours, selected from):
COM 305 Organizational Communication
COM 322 Interpersonal Communication
COM 326 Health Communication
COM 327 Intercultural Communication
COM 343 Mass Communication
COM 356 Sports Communication

Focus (16 credit hours, selected from*):
COM 306 Integrated Strategic Communication
COM 307 Health Communication Campaigns
COM 312 Nonverbal Communication
COM 317 Gender & Communication
COM 325 Global and International Media
COM 329 Sports Reporting
COM 332 Conflict Management
COM 333 Health & Illness Narratives
COM 334 Family Communication

COM 335 Persuasion
COM 344 Group Dynamics & Team Building
COM 345 Communication across Generations
COM 357 Sports Promotion & Publicity
COM 358 Interpersonal Relations in Sports
COM 359 Online Media Management
COM 360 Topics in Communication
COM 364 Media Law & Ethics

*additional frameworks courses above the 8 required hours or additional COM 401 seminars may also be applied in the focus area.

Capstone (8 credit hours):
COM 401 Communication Seminar
COM 495 Communication Capstone

*COM 202 satisfies the writing intensive course requirement.

Journalism and Digital Media Major

The Knight School of Communication offers coursework leading to a Bachelor of Arts degree with a major in Journalism and Digital Media. The Bachelor of Arts in Journalism and Digital Media is a comprehensive curriculum that includes courses in journalism, digital media production, media studies and criticism, and studies and practice in multimedia, with a focus on community engagement. As a multimedia program, the degree prepares students to work and thrive in a convergent media environment.

Students pursuing the BA in Journalism and Digital Media are expected to develop strong basic writing, visualization and analytical skills, and then to become adept at writing and producing for multiple media platforms simultaneously, exhibiting the versatility necessary to succeed in a quickly evolving and growing digital media economy. The goal of the degree program is to provide a broad liberal arts education as well as developing professional skills so that graduates are able to fully exercise the civic responsibilities of journalists, media practitioners, media handlers and media theorists for the lively functioning of democratic institutions. Students are encouraged to choose a minor emphasis in another discipline that will help them fulfill the important role of information provider in today's global, technological and information-based society.

Requirements: Requirements for the major in Journalism and Digital Media are completion of the foundation requirements (13 hours), the journalism focus requirements (12 hours), the digital media focus requirements (12 hours), the contexts requirements (12 hours), and the capstone requirements (4 hours), for a total of 53 hours toward the major. Required courses for the major are typically based upon a student's academic catalog of entry.

Foundation (13 credit hours):
COM 204 News Writing and Reporting*
COM 210 Digital Media Production
COM 218 Mass Communication Theory
COM 313 Community Media Ecosystems

Journalism Focus (12 credit hours, selected from):
COM 219 Principles and History of Journalism
COM 314 Multimedia Writing and Reporting
COM 315 Layout and Design
COM 316 Community Journalism and Public Affairs
COM 318 Photojournalism
COM 319 Multimedia Storytelling
COM 405 Journalism and Media Innovation

Digital Media Focus (12 credit hours, selected from):
COM 321 Audio Production
COM 323 Serious Games and Mobile Media
COM 370 Advanced Digital Media Production
COM 410 Media Industry Workshop
NMD 203 Interactive and Web Design
NMD 400 Information Design and Data Visualization
NMD 401 Digital Game Design
NMD 402 Digital Experience Design

Contexts (12 credit hours, selected from):
COM 324 Studies in New Media
COM 325 Global and International Media
COM 328 Video Game Studies
COM 346 Middle East Media
COM 348 Communication & American Popular Culture
COM 364 Media Law and Ethics
COM 401 Communication Seminar

Capstone (4 credit hours):
COM 495 Communication Capstone

**COM 204 satisfies the writing intensive course requirement.*

Minors

HEALTH COMMUNICATION MINOR

Foundation (4 hours):
COM 226 Digital Health Literacy

Frameworks (8 hours):
COM 307 Health Communication Campaigns
COM 326 Health Communication

Contexts (12 hours, selected from):
COM 217 Business & Technical Communication
COM 333 Health and Illness Narratives
COM 334 Family Communication
COM 345 Communication across Generations
COM 359 Online Media Management
COM 401 Communication Seminar (Health related title)
TOTAL: 24 hours

JOURNALISM MINOR

Foundation (16 hours):
COM 204 News Writing and Reporting
COM 219 Principles and History of Journalism
COM 314 Multimedia Writing and Reporting
COM 364 Media Law and Ethics

Contexts (8 hours, selected from):
COM 210 Digital Media Production
COM 315 Layout and Design
COM 316 Community Journalism and Public Affairs
COM 318 Photojournalism
COM 319 Multimedia Storytelling
COM 321 Audio Production
COM 329 Sports Reporting
COM 405 Journalism and Media Innovation
TOTAL: 24 hours

MEDIA STUDIES & POPULAR CULTURE MINOR

Foundation (4 hours):
COM 111 Introduction to Media Studies

Frameworks (8 hours, selected from):
COM 231 Film Studies
COM 233 Television Studies
COM 324 Studies in New Media
COM 328 Video Game Studies
COM 348 Communication & American Popular Culture

Contexts* (12 hours, selected from):
COM 210 Digital Media Production
COM 219 Principles and History of Journalism
COM 325 Global and International Media
COM 343 Mass Communication
COM 346 Middle East Media
COM 364 Media Law and Ethics
COM 401 Communication Seminar (Media Studies Related)
ENG 251 Topics in Cultural Studies
HST 289 Seminars in American History
MUS 200 From Jazz to Rock and Roll
MUS 207 Music in America
PHL 120 Philosophy through Film
TOTAL: 24 hours

**Courses not used to satisfy the Frameworks requirement can be substituted in Contexts. Additional substitutions may be approved with the Knight School advisor.*

.ORGANIZATIONAL COMMUNICATION MINOR

Foundation (4 hours):
COM 217 Business and Technical Communication

Frameworks (8 hours):
COM 305 Organizational Communication
COM 306 Integrated Strategic Communication

Contexts (12 hours, selected from):
COM 327 Intercultural Communication
COM 332 Conflict Management
COM 335 Persuasion
COM 344 Group Dynamics & Team Building
COM 359 Online Media Management
COM 401 Communication Seminar (Organizational Related title)
TOTAL: 24 hours

SPORTS COMMUNICATION MINOR

Foundation (4 hours):
COM 229 Sports Media

Frameworks (8 hours):
COM 356 Sports Communication
COM 357 Sports Promotion and Publicity

Contexts (12 hours, selected from):
COM 329 Sports Reporting
COM 358 Interpersonal Relations in Sports
COM 359 Online Media Management
COM 364 Media Law and Ethics
COM 401 Communication Seminar (Sports related title)

TOTAL: 24 hours

ANDREW BLAIR COLLEGE of HEALTH

The Blair College of Health includes the Human Service Studies Department, the Kinesiology Department and the Presbyterian School of Nursing, and offers the following undergraduate majors:

Human Service Studies Department
- Human Service Studies (BA)

Kinesiology Department
- Exercise and Sport Sciences (BS)
- Health Promotion (BS)
- Health Sciences (BS)
- Sport Management (BS)

Presbyterian School of Nursing
- Nursing (BSN)

HUMAN SERVICE STUDIES DEPARTMENT

The Human Service Studies Department offers a major and a minor in Human Service Studies.

The Bachelor of Art in Human Service Studies is a program designed to educate students about human problems in living. Students will develop conceptual skills and strategies to support these vulnerable populations. Students acquire foundational knowledge, skills, and attitudes necessary for connecting and learn to examine cultural and ethical variables attributing to human challenges. Students learn best practices for how to intervene at individual, agency, and community levels and upon graduation serve in an array of settings including family and child services, mental health, corrections, and homes for persons with intellectual developmental disabilities. Students with bachelor's level degrees in Human Service Studies are prepared for professional and paraprofessional careers providing direct services to clients and advocating for clients basic needs including mental and physical health services. In addition, they provide indirect support to clients with advocacy, applied research, and preventative education. Each student enrolled in the Human Service Studies major is also required to participate in professional internships and complete a Capstone Project with a Human Services Agency in the Charlotte community. Students ultimately make strong connections between theory and practice as well as study and work. Majoring in Human Service Studies provides the basis for graduate education in the areas of social work, counseling, school counseling, family therapy, and other service related fields.

Human Service Studies Major

Evening Programs
All courses required for the Human Service Studies major and the Human Service Studies minor are available in the daytime, evening, or online.

Degree
The major in Human Service Studies leads to the Bachelor of Arts degree.

Requirements
A minimum of 47-50 credit hours are required for the degree. Requirements for the Human Service Studies major are:

Core Requirements: (32 credit hours)
HSS 100 Introduction to Human Service Studies (4)
HSS 200 The Helping Relationship (4)
HSS 220 General Case Management (4)
HSS 250/SOC 250 Social Science Research Methods (4)*
HSS 300 Leading Groups and Communities (4)
HSS 400 Ethical and Cultural Issues (4)
HSS 450 Senior Seminar in Human Services (4)
MAT 131 Introductory Statistics for Social Science (4)
**PSY 300/301 may be substituted for HSS/SOC 250 with permission of advisor.*

Complete additional courses for a minimum of 12 credit hours:
HSS 310 Vulnerable Populations (4)
HSS 320 Play Therapy (4)
HSS 330 Parenting in Contemporary Society (4)
HSS 340 Families as Systems (4)
HSS 350 Chemical Dependency (4)
HSS 360 Independent Study (1-4)
HSS 375 Administration of Non-Profits (4)
HSS 385 Program Evaluations and Outcomes (4)
HSS 390 Topics in Human Services (4)
HSS 398 Topics: International Preparation (1-4)
HSS 399 International Experience (1-4)
HSS 460 Advanced Research Project (2-4)

Complete one of the following groups:
Group 1: Traditional Undergraduates
INT 201 Career Connections (2)
INT 401 Professional Internship I (2)**
INT 402 Professional Internship II (2)**
***INT 403 Extended Professional Internship may be substituted for the courses.*

Group 2: Hayworth Students
INT 405 Professional Internship (3)

Kinesiology Department

Kinesiology is an integrative science focusing on multi-dimensional study and application of physical activity, health and wellness, human movement, exercise, performance, and sport. The Kinesiology Department provides educational opportunities within a liberal arts environment.

Majors
The Kinesiology Department offers four majors: Health Promotion, Health Sciences, Exercise and Sport Sciences, and Sport Management.

Degree
The majors in Health Promotion, Health Sciences, Exercise and Sport Sciences, and Sport Management all lead to a Bachelor of Science (BS) degree.

Health Promotion Major

The Bachelor of Science in Health Promotion (BSHP) prepares graduates with a population focus to develop and implement strategies to promote the health of individuals, populations and communities. Built on a strong liberal arts foundation, graduates will develop a core group of skills including the ability to assess the needs, assets, and capacity of individuals or a population for health. Students will plan and implement health promotion activities including education, evaluate outcomes of health promotion activities, and advocate for the health of individuals, populations, or communities through a variety of methods, including community action coalitions, policy, and legislation development. Graduates of the Health Promotion major will also earn a minor in Health Communication that will enhance their communication and critical thinking skills.

Degree: The major in Health Promotion leads to a Bachelor of Science degree.

Requirements: Students are required to complete 51-54 hours in the major and 24 credits in the minor.

Students are required to earn a Minor in Health Communication (24 credit hrs.).

Health Promotion Major Requirements (48 credits):
BIO 213 Human Anatomy & Physiology I (4)
BIO 214 Human Anatomy & Physiology II (4)
HLT 101 Introduction to Health Promotion (4)
HLT 201 Health Research & Informatics (4)
HLT 300 Epidemiology for Health Sciences (4)
HLT 301 Health Strategies and Interventions (4)
HLT 328 US Healthcare System (4)
HLT 401 Health Promotion Senior Seminar (4)
HSS 385 Program Evaluations & Outcomes (4)
MAT 131 Introductory Statistics for Social Science (4)
PSY 101 General Psychology (4)
PSY 210 Developmental Psychology (4)
or PSY 280 Health Psychology (4)

Complete one of the following groups:
Group 1: Traditional Undergraduates
INT 201 Career Connections (2)
INT 401 Professional Internship I (2)**
INT 402 Professional Internship II (2)**
***INT 403 Extended Professional Internship may be substituted for the courses.*

Group 2: Hayworth Students
INT 405 Professional Internship (3)

Health Science Major

The Bachelor of Science in Health Sciences (BSHS) degree is a foundational, interdisciplinary degree that prepares students for professional health science graduate programs in a variety of fields, such as Masters in Occupational Health or Doctor of Physical Therapy programs. Built on a strong liberal arts and science foundation, graduates develop knowledge required of those who practice in today's rapidly evolving healthcare environment. In the degree core courses, students learn about human functioning from a physiological and psychological perspective. Upper division courses expand the student's perspective when topics such as medical ethics, epidemiology, and the US healthcare system are explored. Coursework, combined with two internships, will foster the ability to analyze healthcare from a human and systems perspective. Students in the major choose from

a healthcare studies track or bioscience track, depending on their future goals. Students have the ability to customize their coursework to meet requirements for graduate study.

Writing Intensive Requirement
The writing-intensive course requirement is met with HLT 201 Health Research and Informatics.

Requirements: Students are required to complete a minimum of 58-64 hours in the major.

Required Core Courses (44 credit hours):
BIO 213 Human Anatomy & Physiology I (4)
BIO 214 Human Anatomy & Physiology II (4)
HLT 102 Introduction to Health Sciences (4)
HLT 201 Health Research & Informatics (4)
HLT 300 Epidemiology for Health Sciences (4)
HLT 301 Health Strategies & Interventions (4)
HLT 328 US Healthcare Systems (4)
HLT 402 Senior Seminar in Health Sciences (4)
PHL 310 Bio Medical Ethics (4)
PSY 101 General Psychology (4)
PSY 210 Developmental Psychology (4)

Required Courses: Healthcare Studies (11 credit hours):
Suggested track if interested in Master of Occupational Therapy graduate programs
BIO 120 Microbiology for Health Professions (4)
MAT 131 Introductory Statistics for Social Science (4)
NUR 205 Nutrition (3)

Required Courses: Bioscience Track (28 credit hours):
Suggested track if interested in Doctor of Physical Therapy graduate programs
BIO 201 Cellular and Molecular Foundations (4)
BIO 202 Biodiversity and Ecology Foundations (4)
CHM 111 General Chemistry I (3)
CHM 111L General Chemistry II Laboratory (1)
CHM 112 General Chemistry II (3)
CHM 112L General Chemistry II Laboratory (1)
MAT 125 Math Functions (4)
PHY 201 College Physics I (4)
PHY 202 College Physics II (4)

Complete one of the following groups:
Group 1: Traditional Undergraduates
INT 201 Career Connections (2)
INT 401 Professional Internship I (2)**
INT 402 Professional Internship II (2)**
***INT 403 Extended Professional Internship may be substituted for the courses.*

Group 2: Hayworth Students
INT 405 Professional Internship (3)

Exercise and Sport Sciences Major

The major in Exercise and Sport Sciences prepares students for the application of scientific principles to better understand and improve the outcomes of exercise and sport performance. The major contains 9 core courses, but is an interdisciplinary field of study with additional science courses from other departments, all preparing students for the examination of human movement from the perspective of practitioner (i.e. exercise rehabilitation specialist, coach etc.), performer (athlete), and scientist (researcher). The liberal arts curriculum ensures a holistic foundation for students interested in the scientific aspects of exercise and sport.

Graduates in this area may find employment opportunities in general fitness and wellness (corporate, hospital, university), cardiac/pulmonary rehabilitation, strength and conditioning coaching and instruction, and personal training. Students may also go on to further study in the areas of physical therapy, sports (i.e. sport psychology, sport physiology, sport sociology), or exercise (exercise physiology).

Degree: The major in Exercise and Sport Sciences leads to a Bachelor of Science degree.

Requirements: Students are required to complete 59-62 hours in the major.

Writing Intensive Requirement
The writing-intensive course requirement is met with KIN 312 Nutrition for Exercise and Sport.

Exercise and Sport Sciences Major Requirements (56 credit hours)
BIO 213 Human Anatomy & Physiology I (4)
BIO 214 Human Anatomy & Physiology II (4)
CHM 101 Chemistry for Life (3) or CHM 111 General Chemistry I (3)
CHM 101L Chemistry for Life Laboratory (1) or CHM 111L General Chemistry I Lab (1)
KIN 120 Foundations of Exercise and Sport Science (4)
KIN 310 Sport Sociology (4)
KIN 312 Nutrition for Exercise and Sport (4)
KIN 314 Exercise and Sport Physiology (4)
KIN 418 Exercise and Sport Psychology (4)
KIN 412 Principles of Strength and Conditioning and Exercise Prescription (4)

KIN 420 Senior Seminar in Exercise and Sport Science (4)
MAT 140 Precalculus (4)
or MAT 125 Mathematical Functions (4)
PHY 201 College Physics I (4)
PSY 101 General Psychology (4)

Complete one of the following courses:
KIN 110 Introduction to Sport Management (4)
KIN 210 Sport History (4)
KIN 220 Sport in Cinema and Television (4)
KIN 300 Motor Behavior (4)
KIN 316 Independent Study in Exercise and Sport Science (1-4)
KIN 350 Special Topics in Kinesiology (4)
PSY 210 Developmental Psychology (4)
PSY 250 Social Psychology (4)
PSY 311 Infant and Child Development (4)
PSY 313 Psychology of Adulthood and Aging (4)

Complete one of the following groups:
Group 1: Traditional Undergraduates
INT 201 Career Connections (2)
INT 401 Professional Internship I (2)**
INT 402 Professional Internship II (2)**
***INT 403 Extended Professional Internship may be substituted for the courses.*

Group 2: Hayworth Students
INT 405 Professional Internship (3)

Sport Management Major

The major in Sport Management leading to the Bachelor of Science degree at Queens University of Charlotte prepares students for a variety of exciting sport-related careers. Students learn to plan, organize, establish, lead, and appraise within an organization or sector whose primary product and/or service is sport. The curriculum examines all levels of sport: community, youth, high school, collegiate, amateur, and professional. Students are prepared for entry-level sport management career opportunities and further study at the graduate level. An emphasis of this Queens University of Charlotte goal is to become an effective leader positively influencing others through sport and sport-related programming. The career opportunities within sport management are essentially limitless and include, but are not limited to, athletic director, sports marketing director, private facility management, promotions coordinator, sporting goods, media relations, and sales and event management.

Requirements: Students are required to complete 55-58 hours of core requirements.

Requirements for the Sport Management major

Core (52 credit hours):
COM 210 Digital Media Production (4)
COM 357 Sports Promotion and Publicity (4)
KIN 110 Introduction to Sport Management (4)
KIN 230 Sport Governance and Administration (4)
KIN 320 Sport Marketing (4)
KIN 330 Sport Event and Facility Management (4)
KIN 340 Sport Policy and Ethics (4)
KIN 345 Sport Finance and Economics (4)
KIN 410 Sport Law (4)
KIN 475 Senior Seminar in Sport Management (4)
KIN 490 Sport Internship (12)

Complete one of the following groups:
Group 1: Traditional Undergraduates
INT 201 Career Connections (2)
INT 401 Professional Internship I (2)**
INT 402 Professional Internship II (2)**
***INT 403 Extended Professional Internship may be substituted for the courses.*

Group 2: Hayworth Students
INT 405 Professional Internship (3)

Minors

EXERCISE AND SPORT SCIENCES MINOR
KIN 120 Foundations of Exercise & Sport Science (4)
KIN 312 Nutrition for Exercise and Sport (4)
KIN 314 Exercise and Sport Physiology (4)
KIN 418 Exercise and Sport Psychology (4)
KIN 310 Sport Sociology (4)
Total: 20 Hours

HEALTH SCIENCES MINOR
HLT 102 Introduction to Health Sciences (4)

Choose 3 of the following courses:
BIO 120 Microbiology for Health Professions (4)
BIO 213 Human Anatomy & Physiology I (4)
BIO 214 Human Anatomy & Physiology II (4)
HLT 201 Health Research & Informatics (4)
HLT 300 Epidemiology for Health Sciences (4)
HLT 328 US Healthcare Systems (4)

MAT 131 Introductory Statistics for Social Science (4)
PHL 310 Biomedical Ethics (4)
Total: 16 Hours

HUMAN SERVICE STUDIES MINOR
HSS100 Intro to Human Service Studies
HSS 220 Generalist Case Management

Complete additional courses for a minimum of 12 credit hours:
HSS 200 The Helping Relationship
HSS 220 Generalist Case Management
HSS 250 Research Methods
or SOC 250 Research Methods*
HSS 300 Leading Groups and Communities
HSS 310 Vulnerable Populations
HSS 320 Play Therapy
HSS 330 Parenting in Contemporary Society
HSS 340 Families as Systems
HSS 350 Chemical Dependency

HSS 360 Independent Study in Human Service Studies
HSS 375 Administration of Non-Profits
HSS 385 Program Evaluations and Outcomes
HSS 390 Topics in Human Services
HSS 398 Topics in International Experience Preparation:
HSS 399 International Experience
HSS 400 Ethical and Cultural Issues
HSS 450 Senior Seminar in Human Services
HSS 460 Advanced Research Project

** PSY 300/301 may be substituted for HSS/SOC 250 with permission of advisor.*

TOTAL: 20 hours

PUBLIC HEALTH MINOR
(Interdisciplinary minor housed in the Blair College of Health)

HLT 200 Introduction to Public Health (4)
HLT 300 Epidemiology for Health Sciences (4)

Complete 1 of the following statistics courses:
ENV 225 Data Analysis for Natural Sciences (4)
MAT 130 Introductory Statistics (4)
MAT 131 Introductory Statistics for Social Sciences (4)

Complete 2 of the following courses:
BIO 120 Microbiology for Health Professions (4)
BIO 213 Human Anatomy and Physiology I (4)
BIO 214 Human Anatomy and Physiology II (4)
CHM 101/101L Chemistry for Life and Lab (4)
HSS 100 Introduction to Human Service Studies (4)
HLT 101 Introduction to Health Promotion (4)
HLT 102 Introduction to Health Sciences (4)
HLT 328 US Healthcare Systems (4)
PHL 325 Environmental Philosophy (4)
PHL 310 Biomedical Ethics (4)
PSY 101 General Psychology (4)
PSY 210 Developmental Psychology (4)
Total: 20 Hours

SPORT MANAGEMENT MINOR
KIN 110 Introduction to Sport Management (4)
KIN 230 Sport Governance and Administration (4)
KIN 320 Sport Marketing (4)
KIN 340 Sport Policy and Ethics (4)
KIN 410 Sport Law (4)
Total: 20 Hours

SPORT STUDIES MINOR
KIN 210 Sport History (4)
KIN 230 Sport Governance and Administration (4)
KIN 310 Sport Sociology (4)
KIN 340 Sport Policy and Ethics (4)
KIN 410 Sport Law (4)
Total: 20 Hours

The Presbyterian School of Nursing

The Presbyterian School of Nursing offers a major in nursing leading to the Bachelor of Science in Nursing degree and a Master of Science in Nursing program (*see **MSN Program*).

The Bachelor of Science in Nursing Degree
The Bachelor of Science in Nursing (BSN) program provides a learning environment in which the individual can develop a personal and professional value system. The BSN curriculum is built upon a strong liberal arts foundation that includes study in the arts and sciences. The curriculum is designed to prepare students for graduate studies in nursing. There are three tracks available to students: the traditional pre-licensure; accelerated pre- licensure and RN-BSN.

Emphasis for pre-licensure tracks is placed on clinical nursing practice in combination with classroom and laboratory instruction. Graduates are prepared to practice professional nursing in a generalist role. Pre-licensure graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).The RN-BSN track at Queens offers a curriculum designed meet the diverse learning needs of Registered Nurses who have completed an associate degree or diploma program in nursing.

Traditional Pre-Licensure Track

The traditional four-year baccalaureate degree track is a full-time, upper division, pre-licensure pathway to the BSN degree. This track is designed for students who may or may not have previous degrees. Following selection through a competitive admission process, students complete the upper division coursework in 4 academic semesters. All students in this track pay the Comprehensive Tuition rate.

Admission Information
Admission to Queens does not guarantee admission to the nursing major. Acceptance to the nursing major is competitive and selective. Students admitted to Queens through the Traditional Undergraduate Admission office may qualify for the BSN Direct Admit Option. Students are screened upon admission for eligibility for this option. Participants must still complete an application to the program and meet all admission criteria.

Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose academic history indicates a strong likelihood for success in the bachelors degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the respective deadline.

Students with incomplete applications and those who do not meet all of the minimal requirements will not be considered for admission.

Generally, applications that are incomplete by the published deadline are not reviewed.

Admission Requirements*

- Students may apply to the upper division BSN major after being fully admitted into Queens University of Charlotte through either Hayworth School of Graduate and Continuing Studies** or the Traditional Undergraduate Program.
- A complete application to the nursing major.
- A minimum of 3.0 cumulative GPA on all previous course work and in prerequisites. QEN 101 and QEN 102 are not factored in prerequisite GPA calculation.
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment).
- No more than two prerequisite courses may be in progress at the time of application submission. Proof of enrollment in outstanding prerequisite courses must be submitted with the application.
- Only one of the two courses in progress may be a science course.
- All prerequisites must be completed and the university must have received transcripts for these courses prior to the first day of nursing classes.
- Applicants must have a minimum of 45 semester hours completed toward the degree prior to application submission.
- Upon admission students will be required to submit various items such as a physical exam, TB test, and current immunizations.

Queens must have an affiliation agreement in place in order for students to enter clinical and complete required hours for all courses with a clinical component.
Students are also required to submit criminal background checks, and drug screens among other required documentation. Fingerprint screening and criminal background checks could reveal any prior criminal history. Clinical facilities review compliance materials and grant approval for students to complete requirements at their facility. Positive results could result in the inability to be placed in a clinical facility and prohibit completion of the program. Forms and instructions will be provided. Individual state boards of nursing make the determination of a candidate's eligibility for licensure. Permission to participate in clinical during the program does not guarantee clearance for licensure. Students should contact the state board of nursing in the intended state of licensure for more information.

Students who were previously enrolled in any registered nursing program must submit the following: for individual consideration during the admission review process:

- Official and updated transcripts from all previous programs
- Documentation including the dates of enrollment, name and location of the program, and academic standing at the time enrollment ended in that program
- An official written explanation (on letterhead) from all previous programs dean or director detailing why the student did not complete the program.
- Failure to disclose enrollment in a prior nursing program will disqualify the student's application and/or result in dismissal from the program.

Students must meet all technical standards as stated in the ***PSON Student Handbook*** prior to enrollment.

*Any updates or revisions to admissions requirements will be posted on the Bachelor of Science Admissions website.

** All transfer students admitted to Queens through the Hayworth School of Graduate and Continuing Studies for the 2015-16 year must meet the general education requirements listed in the 2014-2015 Course Catalog.

Nursing Specific Policies and Procedures
Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students. The PSON reserves the right to have policies equal to or more stringent than the university policies.

Grading
Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical component of any nursing course automatically results in a course grade of F.

Degree Requirements
Candidates for the Bachelor of Science in Nursing degree are required to fulfill all university graduation requirements as well as the requirements for the Nursing major. A student who has earned a bachelor's degree from an accredited university and who has been admitted to pursue a second bachelor's degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree.

Requirements for the Nursing Major for pre-licensure students are:

Prerequisite courses to the major with credit hours:
BIO 120 Microbiology for Health Professions (with lab) (4)
BIO 213 Human Anatomy & Physiology I (with lab) (4)
BIO 214 Human Anatomy & Physiology II (with lab) (4)
MAT 131 Introductory Statistics for Social Science (4)
NUR 205 Nutrition (3)
PSY 101 General Psychology (4)
PSY 210 Developmental Psychology (4)
QEN 101 Rhetoric and Composition (4)
QEN 102 Rhetoric and Argument (4)
QLC 130-230 Institutions & Society (4)
Transfer credit is evaluated on an individual basis

Nursing major requirements for pre-licensure students:
NUR 301 Health Assessment across the Lifespan (4)
NUR 305 Pathophysiology (3)
NUR 307 Concepts of Mental Health Nursing (3)
NUR 309 Pharmacological Interventions (3)

NUR 370 Concepts of Professional Nursing (3)
NUR 375 Health Informatics (3)
NUR 391 The Art & Science of Nursing I (6)
NUR 396 The Art & Science of Nursing II (6)
NUR 470 Gerontological Nursing (3)
NUR 474 Research and Evidence (3)
NUR 475 Leadership Development (3)
NUR 491 The Art & Science of Nursing III (6)
NUR 495 The Art & Science of Nursing IV (7)
NUR 496 The Art & Science of Nursing V (4)
NUR 497 The Art & Science of Nursing VI (1)
Total program nursing major requirements: 58 hrs

Accelerated Pre-Licensure Track

The Accelerated Bachelor of Science in Nursing (ABSN) track offers adult students who already hold a bachelor's degree the opportunity to complete the BSN curriculum in 3 consecutive semesters, beginning in May each year. Students in the ABSN track are admitted to Queens through Hayworth School of Graduate and Continuing Studies.

Admission Information
Applications are accepted for full time enrollment and with a summer admission only. The track is completed in three consecutive semesters.

Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose academic history indicates a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the respective deadline.

Students with incomplete applications and those who do not meet all of the minimal requirements will not be considered for admission.

Generally, applications that are incomplete by the published deadline are not reviewed.

Admission Requirements*

- A bachelor's degree from a regionally accredited college or university
- A complete application to the nursing major
- A minimum 3.0 cumulative GPA on all previous course work and in prerequisites. QEN 101 and QEN 102 are not factored in pre-requisite GPA calculation.
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment).
- No more than two prerequisite courses may be in progress at the time of application submission. Proof of enrollment in outstanding prerequisite courses must be submitted with the application.
- Only one of the two courses in progress may be a science course.
- All prerequisites must be completed and the university must have received transcripts for these courses prior to the first day of nursing classes.
- Upon admission students will be required to submit various items such as a physical exam, TB test, and current immunizations.

Students are also required to submit criminal background checks, and drug screens among other required documentation. Fingerprint screening and criminal background checks could reveal any prior criminal history. Clinical facilities review compliance materials and grant approval for students to complete requirements at their facility. Positive results could result in the inability to be placed in a clinical facility and prohibit completion of the program. Forms and instructions will be provided. Individual state boards of nursing make the determination of a candidate's eligibility for licensure. Permission to participate in clinical during the program does not guarantee clearance for licensure. Students should contact the state board of nursing in the intended state of licensure for more information.

Students who were previously enrolled in any registered nursing program must submit the following for individual consideration during the admission review process:

- Official and updated transcripts from all previous programs
- Documentation including the dates of enrollment, name and location of the program, and academic standing at the time enrollment ended in that program
- An official written explanation (on letterhead) from all previous programs dean or director detailing why the student did not complete the program.
- Failure to disclose enrollment in a prior nursing program will disqualify the student's application and/or result in dismissal from the program.

Students must meet all technical standards as stated in the ***PSON Student Handbook*** prior to

enrollment.

* Any updates or revisions to admissions requirements will be posted on the Bachelor of Science Admissions website.

Nursing Specific Policies and Procedures
Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students. The PSON reserves the right to have policies equal to or more stringent than the university policies.

Grading
Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical component of any nursing course automatically results in a course grade of F.

Degree Requirements
A student who has earned a bachelor's degree from an accredited university and who has been admitted to pursue a second bachelor's degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree.

Requirements for the Nursing Major for pre-licensure students are:

Prerequisite courses to the major with credit hours:
BIO 120 Microbiology for Health Professions (with lab) (4)
BIO 213 Human Anatomy & Physiology I (with lab) (4)
BIO 214 Human Anatomy & Physiology II (with lab) (4)
MAT 131 Introductory Statistics for Social Science (4)
NUR 205 Nutrition (3)
PSY 101 General Psychology (4)
PSY 210 Developmental Psychology (4)
QEN 101 Rhetoric and Composition (4)
QEN 102 Rhetoric and Argument (4)
QLC 130-230 Institutions & Society (4)
Transfer credit is evaluated on an individual basis

Nursing major requirements for pre-licensure students:
NUR 301 Health Assessment across the Lifespan (4)
NUR 305 Pathophysiology (3)
NUR 307 Concepts of Mental Health Nursing (3)
NUR 309 Pharmacological Interventions (3)
NUR 370 Concepts of Professional Nursing (3)
NUR 375 Health Informatics (3)
NUR 391 The Art & Science of Nursing I (6)
NUR 396 The Art & Science of Nursing II (6)
NUR 470 Gerontological Nursing (3)
NUR 474 Research and Evidence (3)
NUR 475 Leadership Development (3)
NUR 491 The Art & Science of Nursing III (6)
NUR 495 The Art & Science of Nursing IV (7)
NUR 496 The Art & Science of Nursing V (4)
NUR 497 The Art & Science of Nursing VI (1)
Total program nursing major requirements: 58 hrs

RN- BSN Track

The RN-BSN track at Queens offers a curriculum designed to meet the diverse learning needs of Registered Nurses who have completed an associate degree or diploma program in nursing. The length of the degree will vary, depending upon prior academic preparation and individual course plans. Students in the RN-BSN track are admitted to Queens through Hayworth School of Graduate and Continuing Studies

Admission Information
Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose credentials indicate a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements.

Admission to the RN-BSN Track is a two-step process. The first step is to apply to Queens through the Hayworth School of Graduate and Continuing Studies (see Hayworth Admissions). Applicants may complete remaining course prerequisites and degree requirements through Hayworth School of Graduate and Continuing Studies. The second step is to apply to the RN-BSN Track. Applicants may contact Admissions with questions about the application process.

RN-BSN Track Admission Requirements*
- Admission to Queens through Hayworth School of Graduate and Continuing Studies
- A minimum 2.5 cumulative GPA on all previous course work and in course prerequisites.

- Completion of all prerequisites with a grade of C- or higher (prior to enrollment)
- May have no more than 2 prerequisites in progress at the time of application
- Evidence of a current unrestricted license to practice as a registered nurse in the state in which you will complete any practice requirements of the program.
- Students must meet all technical standards as stated in the ***PSON Student Handbook*** prior to enrollment.

Transfer Credit
See the Hayworth School of Graduate and Continuing Studies "Evaluation of Transfer Credit" policy.

Nursing Specific Policies and Procedures
Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students. The PSON reserves the right to have policies equal to or more stringent than the university policies.

Grading
Please see the current edition of the ***PSON Student Handbook*** for details and grading scale.

Degree Requirements
Candidates for the Bachelor of Science in Nursing degree are required to fulfill all university graduation requirements as well as the requirements for the Nursing major.

Requirements for the RN-BSN Track:

Prerequisite courses for the track with credit hours:
BIO 120 Microbiology for Health Professions (with lab) (4)
BIO 213 Human Anatomy & Physiology I (with lab) (4)
BIO 214 Human Anatomy & Physiology II (with lab) (4)
MAT 131 Introductory Statistics for Social Science (4)
PSY 101 General Psychology (4)
PSY 210 Developmental Psychology (4)
QEN 101 Rhetoric and Composition (4)
QEN 102 Rhetoric and Argument (4)
QLC 130-230 Institutions & Society (4)
Transfer credit is evaluated on an individual basis

Nursing major courses for RN-BSN students must be taken in the following sequence:
NRN 310 Nursing: A Practice Discipline (3)
NRN 301 Health Assessment Across the Lifespan (4)
NRN 474 Research and Evidence (3)
NRN 470 Gerontological Nursing (3)
NRN 375 Health Informatics (3)
NRN 475 Leadership Development (3)
NRN 402 Public Health and Community Health Nursing (4)
NRN 454 Nursing Perspectives (3)
NRN 442 RN-BSN Synthesis (4)
Total program nursing major requirements: 30 Hrs

*Upon completion of NRN 310 as validation, RNs will be awarded 36 credits toward the degree for previous academic work.

Residency Requirement
The residency requirement for students in the RN-BSN track is 32 hours.

Transition to MSN Graduate Studies

Students enrolled in the RN-BSN track may take three courses (9 credit hours) at the graduate level in place of three courses normally taken at the undergraduate level for the BSN:

- NUR 612 Theoretical Foundations may be substituted for NRN 454 Nursing Perspectives
- NUR 628 Informatics in Health Care may be substituted for NRN 375 Health Informatics
- NUR 632 Research Methods may be substituted for NRN 474 Research and Evidence

Successful completion of these courses will fulfill three of the core course requirements for the MSN degree at Queens. Students in the RN-BSN track who are interested in continuing to the MSN program after conferral of their BSN, must apply to the MSN program during their last semester in the RN-BSN track. Applicants must meet all MSN Admission requirements.

MSN Admission requirements:
See the **MSN section** of the Catalog for current requirements.

Undergraduate Academic Policies

*See also **Student Rights and Responsibilities** and **The Honor Code***

The following policies apply to all undergraduates enrolled in the traditional Undergraduate Program or in the Hayworth School program.

Academic Responsibility
While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree.

Academic Advising
To assist the student with this responsibility, each student is assigned an academic advisor. It is the student's responsibility to schedule appointments with his or her academic advisor as often as necessary in order to plan course schedules for each term, and to discuss current academic questions and problems.

Adding a Second Major After Graduation
Queens alumni who wish to return to add a second major may do so by fulfilling only the major requirements as stipulated in the catalog for the year of re-entry to Queens, so long as the second major leads to the same degree already earned.

Admission of Undergraduates to Graduate Study
The following policies apply unless a student has been admitted to a special program:

Seniors at the university with a cumulative grade point average of 3.5 or better may seek approval to enroll in a graduate course at Queens. Written approval by the department or school offering the course is required prior to registration. Approval is not automatic. A full-time student who is approved to take a graduate course should take no more than 18 credit hours in any semester which includes a graduate course. A part- time student should take no more than 6 credit hours in any semester which includes a graduate course. All students will be charged the graduate program rate. These graduate credit hours may be counted toward the credit hours required for the baccalaureate degree, and toward the residency requirement (6 hours max). The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program. Note: financial aid may not apply to these courses. The student should speak with his/her financial counselor.

Catalog of Entry
In general, a student must fulfill the degree and major requirements set forth in the Catalog which was current when the student matriculated. Other academic policies amended while a student is enrolled at Queens may well be deemed to apply regardless of the policies stated in the Catalog of entry. Further, curricular exigencies or other circumstances may require the University to modify degree or major requirements from those at entry and that right is reserved. Should a student leave the University and be readmitted, their catalog of entry will change to the catalog in effect at the time of their return.

Class Attendance
In general, students are expected to attend all class sessions. Specific policies are set for each course by individual faculty members and should be printed in the syllabus and announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course.

A faculty member will, if possible, allow a student to make up or complete academic assignments when the student misses class because of illness or for other justifiable reasons. A faculty member will, if possible, allow one additional absence beyond the number normally permitted to a student who misses class while representing the University at official University functions and will, if possible, allow a student to make up missed quizzes or make other arrangements for missed quizzes or tests. It is the student's responsibility to notify the professor of such absences in advance and in writing.

It is expected that a student will only use other absences for legitimate purposes such as personal or family illness or crises. It is a violation of the Honor Code for a student to be untruthful about a class absence.

The student is always responsible for notifying faculty of anticipated absences. University offices may not excuse students for class absences. They may, however, notify faculty members upon request when illness or grave circumstances beyond the student's control necessitate a class absence.

Degrees

All candidates for the baccalaureate degree are required to meet all degree requirements as well as the requirements for the major. Each major leads to either a Bachelor of Arts (BA) degree, a Bachelor of Science (BS) degree, a Bachelor of Music (BM) degree, a Bachelor of Science in Nursing (BSN) or a Bachelor of Business Administration (BBA) degree.

The BA degree is a liberal arts degree. It provides general knowledge in many fields and emphasizes intellectual skills such as thinking, problem solving, reasoning, and judgment. The primary goal of a liberal arts degree is to develop an educated citizen, the traditional objective of a college education, and to prepare the student for a wide range of career options.

The BS degree is more specialized than the BA, emphasizing science or technology skills. Majors in Biology, Biochemistry, Chemistry, Environmental Chemistry, and Environmental Science lead to the Bachelor of Science Degree. The Biology department and the Chemistry and Environmental Science department also offer majors in Biology and Chemistry leading to the Bachelor of Arts degree.

The BM, BSN and BBA degrees are more specialized. A major in Music Therapy leads to a Bachelor of Music degree, while a major in Nursing leads to a Bachelor of Science in Nursing degree. The majors of Accounting, Business Administration, and Finance lead to a Bachelor of Business Administration degree.

Three-Year Degree Completion

Queens University of Charlotte offers the highly motivated and self-disciplined full-time student the opportunity to complete a bachelor's degree in three years instead of the traditional four. The interested student should contact his or her academic advisor to determine if all requirements for the major and degree of interest can be completed within 3 years. If so, then with the advisor's approval the student and advisor should then complete a plan of study for the student, listing all degree requirements (major, minor, general education, etc.) to be completed and the specific terms, including summers, in which they should be taken.

Charlotte Area Educational Consortium Institutions

Full-time students paying the University's comprehensive fee may register on a space-available basis, with no additional tuition, for a course with another institution in the Charlotte Area Educational Consortium if the course is not offered at Queens. Further information can be found on the web site of the Registrar's Office.

Consortium members include: Belmont Abbey College, Cabarrus College of Health Sciences, Carolinas College of Health Sciences, Catawba College, Catawba Valley Community College, Cleveland Community College, Davidson College, Gardner-Webb University, Gaston College, Gordon-Conwell Theological Seminary, Johnson C. Smith University, Lenoir-Rhyne University, Livingstone College, Mitchell Community College, Pfeiffer University, Queens University of Charlotte, South Piedmont Community College, Stanly Community College, University of South Carolina at Lancaster, Wingate University, York Technical College

Course Load

Course load for students admitted to the Traditional Undergraduate Program

The University considers 12-16 hours as a normal full-time course load during fall or spring semesters, but recognizes that some majors or programs could require more in some semesters. Should a student wish to enroll for more than 20 hours, he or she may do so but must have a 3.000 grade point average and permission of his or her advisor. A student who wishes to enroll for more than 20 hours, but does not have at least a 3.000 grade point average, must have the permission of his or her advisor as well as the advisor's department chair. Exceptions for music therapy majors will be made by the director of the music therapy program.

Course load for students admitted to the Hayworth School Program

Adult students attending Queens in the evening while working full time typically carry from six to nine

credit hours per term. A student who wishes to take more than 12 hours should consult the academic advisor.

Credit Hour

As per the federal Department of Education definition* of a "credit hour," the designation of course credit is determined by the following four factors: (1) the number of faculty/student actual contact hours per week; (2) the number of hours required outside of the classroom (beyond contact hours) for completion of the course; (3) participation in labs and clinicals according to formulae developed in each academic unit in accordance with mandates by accrediting bodies; and (4) the length of the term of instruction. The academic units are responsible for the assigning of course credit during the curricular approval process, which begins at the department/school level and involves the Academic Policy Committee and President's Council Executive Committee (for substantive change as per SACS regulations). The Provost has oversight over course credit across the university.

Dean's Lists

Full-Time Students: Each semester, the Dean's List is compiled naming those full-time undergraduate students who qualified during that semester. To be eligible, degree candidates who have completed a minimum of 12 credits on a graded basis with a minimum grade point average of 3.500 with no grades of incomplete. Courses in which the grade of "P" is earned will not count towards the 12-credit minimum.

Part-Time Students: Each summer the Dean's List is compiled naming those part-time undergraduate students who qualified during the academic year. (The academic year begins with the fall term, continues through the spring term, and concludes with the summer term). To be eligible, degree candidates who have completed, during this time period, a minimum of 12 credits on a graded basis with a minimum grade point average of 3.500 with no grades of incomplete. Courses in which the grade of "P" is earned will not count towards the 12-credit minimum.

Double Dipping: Using One Course to Meet Two Requirements

Students may use no more than two courses to satisfy at most two separate graduation requirements each. Proficiency Requirements are exempt from this double dipping policy. *See also related policy under **Minors.***

Elective courses

In consultation with the faculty advisor, a student chooses elective courses to complete the minimum number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

Eligibility to Represent the University

Students who are on academic probation, on social probation for six weeks or longer, or suspended from a class or from the University, are not eligible to represent the University in off campus extracurricular activities, to participate in varsity athletics, to hold campus office or to run for campus office until the probation or sanction is lifted.

Earning Double Majors

A student may double major by completing all requirements in two different majors that lead to the same baccalaureate degree. Departmental restrictions may apply. The student who wishes to double major should check with his or her advisor. *See also **Double Dipping Policy***

Earning Dual Degrees Simultaneously

A student may earn two different bachelor degrees simultaneously provided that he or she completes different majors leading to different degrees, and earns at Queens at least 30 additional credit hours beyond the minimum hours required for a single bachelor's degree. *See also **Double Dipping Policy***

Earning a Second Bachelor Degree

A student who has earned a bachelor's degree from a regionally accredited university and who has been

admitted to pursue a second bachelor degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree. The residency requirement for second degree candidates is reduced from 45 credit hours to 30 credit hours. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Grade Point Average

A student's cumulative grade point average at Queens is based solely on academic work at Queens and is not affected by course credit earned at another institution. The grade point average is used to determine eligibility for graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted.

Grades

Students can obtain final course grades on-line through myAccount. Midterm reports are issued to students in the traditional undergraduate program in the fall and spring terms to indicate special difficulties in course work in progress. Only final course grades are permanently recorded.

Grade Scale

Queens uses the following system of grades and grade point values per credit hour for undergraduate classes:

Grade	Grade Point Value	Interpretation
A	4.000	Superior
A–	3.700	
B+	3.500	
B	3.000	Good
B–	2.700	
C+	2.500	
C	2.000	Satisfactory
C–	1.700	
D+	1.500	
D	1.000	Poor
F	0.000	Fail
P	(0)	Pass
AU	(0)	Audit
W	Withdrew – no effect on grade points	

Grade	Grade Point Value	Interpretation
I	Incomplete "I" is a temporary grade that will become a letter grade upon either completion or the end of the time period for completion. No effect on grade points.	
K	"K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress. Will be replaced by letter grade upon completion of the second-term of the course. No effect on grade points.	
IP	In Progress. "IP" is a temporary grade used on a transcript printed before the end of the term and will be replaced by letter grade upon completion of the term. No effect on grade points.	

Pass/No Record

Pass/No Record (P/NR) is a grading system designed to encourage students to explore new areas. The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D or F, the "Z" designation is used on the student's grade report, but is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average.

Some courses are designated P/NR for all students. Other courses may not be taken P/NR by any

students. A student may take up to two elective courses per academic year, but no more than one course per term, on a P/NR basis. Only elective courses may be taken on a P/NR basis. A course that will meet a specific degree requirement, such as a general education requirement or major requirement, may be taken on a P/NR basis only with special permission.

A student must request the P/NR grade status at registration or during the drop/add period. However, the student who has begun a course with the P/NR grade status can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course." The student is responsible for requesting this change in writing from the Registrar's Office prior to this deadline.

Pass/Fail
Pass/Fail is the grading system used for specially designated courses. The grade of "P" is recorded when a student earns a grade of C– or better in the course. An F is recorded when the work is unsatisfactory. "P/F" differs from "P/NR" in that Fs are recorded on the student's permanent academic record, while NRs are not.

Incomplete
The grade of Incomplete (I) is given at the discretion of the instructor and only when unusual circumstances make it impossible for the student to complete the course work by the end of the term. The instructor is responsible for completing the appropriate form from the Office of the Registrar. The student is responsible for arranging to complete incomplete work. A grade of "I" received during fall term must be changed to a regular letter grade by the end of the fourth full week of regular classes of spring term; an "I" received during spring term or summer term must be changed to a regular letter grade by the end of the fourth full week of regular classes of fall term. However, a student on academic probation who receives an "I" must complete the course work and receive a regular letter grade at least 72 hours prior to the first day of class for the subsequent term. A grade "I" automatically becomes an "F" if the student fails to make up incomplete work satisfactorily by the above deadlines. Conversion of an "I" to a regular grade may affect financial aid.

The Undergraduate Student Qualifications Committee (U-SQC) will review end-of-term transcripts of students who receive an "I." The U-SQC will regard the Incomplete as grade neutral; therefore, the "I" will not affect the student's grade point average until the "I" is converted to a regular grade. Nor will the "I" impact the potential of academic sanctions resulting from a student's term and/or cumulative grade point average.

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

Greater Charlotte Consortium
Full-time students paying the University's comprehensive fee may register on a space-available basis, with no additional tuition, for a course with another institution in the Greater Charlotte Consortium if the course is not offered at Queens. Further information can be found on the web site of the Registrar's Office.

Consortium members include: Belmont Abbey College, Central Piedmont Community College, Johnson and Wales University (Charlotte campus), Pfeiffer University, Queens University of Charlotte, University of North Carolina-Charlotte, and Winthrop University.

Independent Study/Directed Reading

The Independent Study or Directed Reading offers motivated students an opportunity to work with a faculty member on a specialized academic project in the major. Students should be in the junior or senior year, have completed all necessary prerequisites, and be in good academic standing to apply. An Independent Study/Directed Reading must be approved by the faculty member who has agreed to supervise the work, his/her department chair and dean. Students requesting Independent Study/Directed Reading must complete appropriate approval documentation, available from the Registrar's Office. Completed forms should be submitted to the Registrar's Office during the appropriate add/drop period.. Course credit hours and prerequisites may vary – see the Catalog course descriptions.

Independent Coursework

A student is expected to take requirements when they are normally offered. Normally a student who has failed to take a course as scheduled will be expected to wait until it is offered again. In extraordinary circumstances a student may petition the university to offer a requirement for a single student. Approval of the faculty member, his/her department chair if applicable, and dean are required. The student will be expected to work independently following the course syllabus and meet as required by the supervising faculty member. A student who wishes to request that a requirement be offered as Independent Coursework must complete the appropriate approval form, available from the Registrar's Office, including all required signatures. Completed forms should be submitted to the Registrar's Office during the appropriate add/drop period.

Majors

A bachelor's degree requires the satisfactory completion of a major. The purpose of a major is twofold: to give the student an opportunity to achieve an appropriate level of mastery in a field of study and to enable the student to acquire knowledge, skills and perspectives which may help to make him or her effective in a career. A student will work with his or her faculty advisor to make a wise choice of a major.

At least 50 percent of the credit hours required for the major must be earned at Queens. In addition, the University requires a minimum grade point average in the major of 2.000 for graduation. Some majors may require a higher minimum GPA.

Declaration of a Major and Admission to the Major

Each full-time student is required to make application to a major no later than the pre-registration period of the second term of the sophomore year. Typically after the student is admitted to a major a faculty member in the major field will be assigned as the student's academic advisor.

The student must submit a formal application using the process defined by the department or school in which the major resides. Admission to a major is not automatic and prerequisites may be required. Students interested in a major which requires prerequisites *prior* to application should declare intention as early as possible so that an advisor can help select the appropriate prerequisite courses.

When a student is admitted to a major offered by the McColl School of Business, Cato School of Education or Presbyterian School of Nursing, the student will be simultaneously admitted to that School.

Students should be aware that major programs may have additional policies that apply to that major, including admission requirements and retention policies. Students are required to complete all requirements and follow all policies of their major

Minors

A minor consists of a minimum number of hours and a prescribed program of courses. All courses in the minor must be completed with a minimum grade point average of 2.000. At least 50 percent of the credit hours required for the minor must be completed at Queens. Only one course may be used to complete both a minor requirement and another graduation requirement. Minors must be approved by the faculty advisor for the student's major. *See also* ***Double Dipping Policy***

Self-Designed Minor

A student, in consultation with the faculty advisor and other faculty members, may design his or her own

minor. Forms to request a self-designed minor are available in the Office of the Registrar. The student must submit the completed form, signed by the faculty advisor and the heads of all schools or departments involved, to the Registrar. The Registrar will obtain final approval from the advisor's Curriculum Committee and will then notify the student.

Graduation

A student may receive a degree only after meeting all degree requirements.

Graduation Application

It is the student's responsibility to be aware of progress toward the degree and to submit a completed *Application for Graduation* form to the Registrar's Office by the deadline posted on the Registrar's web site. Students should apply on-line through the Registrar's Office web site.

Graduation with Latin Honors

Summa cum laude, magna cum laude, and cum laude honors are awarded by the University for academic excellence. Summa cum laude is awarded to students who have a grade point average of 3.850; magna cum laude is awarded to students who have a grade point average of 3.650; and cum laude to students who have a grade point average of 3.500. The grade point average will be determined only by work taken at Queens, and a student must have completed at least 60 hours at Queens to be eligible for graduation with honors.

Commencement Exercises

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

Diplomas

Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term and have been cleared by the Student Financial Services Office can receive their diploma after the May commencement ceremony. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the May commencement ceremony.

Leave of Absence

With the endorsement of the academic advisor, a student in good standing (with a cumulative GPA of 2.000 or above) may request a leave of absence from Queens. A student in the traditional undergraduate program may be granted a leave of absence for up to two consecutive terms. A student in the Hayworth School program may be granted a leave of absence for up to three terms including the summer term. Approval for a leave of absence may be granted for medical or personal reasons, or to enroll in an off-campus academic program or experience that supports the student's program of study. If the student plans to take courses away while on leave, prior approval must be received for all courses to be taken at other institutions to ensure those credits will transfer and apply to the degree program at Queens. Students should be aware that upon return to Queens, re-entry to some majors may be restricted due to such factors as enrollment limits. Contact the Registrar's Office for more information.

Returning from a Leave of Absence

A student returning from an approved leave of absence should contact the Office of the Registrar prior to his/her return to Queens. If returning within the approved timeframe (two academic terms) the student may simply resume the degree and major programs in effect at the time leave was granted (their original catalog of entry). In addition, if the student was given prior approval to enroll in another institution while absent from Queens, the student must request a copy of the transcript be sent to the Queens Registrar for review of the transfer credit. A student who does not return within the allotted timeframe will be considered an inactive student and must apply for readmission in order to return.

Non-Degree Student

Non-degree students may attempt no more than a cumulative total of 15 credit hours unless admitted to a specific non-degree program of study requiring more than 15 hours. After attempting 15 credit hours the non-degree student must either apply for admission as a degree candidate or request special permission

to continue. Non-degree students must maintain a grade point average of 2.000 comply with all University policies and regulations.

Program-of-Entry

Admission and Dismissal from the Program-of-Entry
A student is admitted to one University program: the Traditional Undergraduate Program, the Hayworth School program, or a graduate program. The student who wishes to move his/her program-of-entry to another program must apply through the appropriate Admissions Office. A student who has been dismissed from their program-of-entry is dismissed from Queens University of Charlotte and must apply for readmission.

Transfer Between Programs
A student who has been admitted into a Queens undergraduate program who has and completed at least one term, and who then wishes to transfer to a different program, may make formal application through the appropriate Office of Admissions provided that the student has earned a minimum cumulative grade point average of 2.000 at Queens University of Charlotte, is not on any type of academic or social probation, and is in good standing with the University. A form requesting permission to apply to transfer is available from the offices of admissions must be submitted prior to application for admission. A student who transfers to a different program must then complete all of that program's degree requirements, follow that program's policies, pay that program's tuition and fees, and will be eligible only for that program's services and financial aid options.

Readmission
A student who has withdrawn in good academic standing and wishes to return to Queens may apply for readmission by submitting an application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a statement of good standing from the Dean of Students office. In addition, two original transcripts of any work attempted at other institutions must be sent to the Office of Admissions. A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions.

Registration
A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar. An undergraduate may register for any undergraduate course for which they have the prerequisites as long as space is available and there are no special restrictions on the course. A student who registers for a course outside of their program of entry must follow that program's calendar and policies.

Repeated Courses
Some courses are specifically listed "may be repeated for credit." The following policies refer to repeating any other course. A student may repeat a course only once, either at Queens, or at another regionally accredited institution with prior approval of the appropriate department chair or dean. If the course is repeated at Queens, only the most recent grade will count towards the student's cumulative grade point average and no new credit hours will be awarded. If a course is repeated at another institution, the credit (but not the grade) will transfer; thus only the original grade will be figured into the cumulative grade point average. No matter where the course is retaken the original grade will remain on the student's record. No more than two courses in the student's major field may be repeated. Academic departments or schools may have additional policies on repeated courses for a particular degree program. Tuition is charged for all repeated courses.

Dropping or Adding a Course - *See also* ***Withdrawal and Financial Obligations.***
The drop and add period is limited. The deadline is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Office web site. When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will be required to complete the admission process should they wish to return to the University.

Withdrawal from a Course
After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Office web site. A status of "W" will be recorded if the student withdraws during the withdrawal period.

Late Withdrawal from a Course
After the deadline for withdrawal, a student may only withdraw from a course with the approval from the Student Qualifications Committee.

Auditing Courses
The student receives no credit for an audited course, but the grade "AU" will appear on the student's transcript. Drop/Add and course withdrawal policies apply to audited courses and auditors are expected to attend class regularly. Some courses may be closed to auditors. Regular tuition charges apply. A student in the Traditional Undergraduate Program who is enrolled in 12 to 16 credit hours and maintaining a cumulative grade point average of 3.000 or better may audit a course with the prior approval of the advisor and the Registrar. A Hayworth School student may audit a course with the consent of the dean.

Abandoning a Class
A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class.

Student Qualifications– Warning, Probation and Dismissal

The faculty has established standards of satisfactory academic progress which are administered by the University's Undergraduate Student Qualifications Committee (U-SQC).

Academic Warning, Probation and Dismissal

Admission on Probation
A student admitted on academic probation must meet the terms of probation set in his/her admission letter, which may vary, in order to be allowed to continue in the program.

Determining Warning, Probation or Dismissal
The record of any undergraduate student (degree or non-degree; part-time or full-time) will be reviewed after attempting a minimum of twelve (12) credit hours at Queens University of Charlotte, unless the student is currently on probation, then see "subsequent reviews" section. For full-time freshman students only, the initial review and possible probation will take place during the first twelve (12) hours but the student cannot be dismissed until he/she has attempted at least twenty four (24) credit hours. At that time, if the student's term GPA is below 2.000, regardless of the cumulative GPA, the student may be academically dismissed from the university. The University Student Qualifications Committee reviews student records at the completion of all three academic terms; however, an otherwise full-time student taking summer classes will only be reviewed if the student takes a total of twelve (12) hours during the summer terms.

Students must maintain a cumulative grade point average (cumulative GPA) for classes completed at Queens University that meets or exceeds a minimum cumulative GPA requirement. The minimum cumulative GPA is based on credit hours used for evaluation purposes. The number of credit hours used for evaluation purposes is equal to the number of earned credit hours (includes transfer credit) plus credit hours for courses taken at Queens for which a student receives a grade of F. A student whose cumulative GPA at Queens falls below the following levels is placed on academic probation. A student whose term GPA falls below the following levels, but whose cumulative GPA is in good standing, will be placed on academic warning.

Minimum Class Standing Required
Used for Evaluation GPA Required

Total Career GPA Hours	Minimum Term GPA	Minimum Cumulative GPA
0-16	1.3000	1.5000
17-48	1.6000	1.8000
49-92	1.8000	1.9000
Over 92	1.9000	2.000

The minimum term GPA is only used to determine academic warning.

Academic Warning
A student whose term GPA falls below the minimum standard but whose cumulative GPA is in good standing, will be placed on academic warning. Academic warning indicates the student's academic career is in jeopardy, and without an improved GPA the student will likely be placed on academic probation or dismissed in the future. Students placed on academic warning may continue to represent the University, but are advised to limit their non-academic pursuits.

The First Review to Determine Academic Probation or Dismissal
A student whose cumulative GPA falls below the minimum cumulative GPA requirement, but whose term GPA is above 1.000 is placed on academic probation. A student whose term GPA falls below 1.000 but whose cumulative GPA is above the minimum standard is placed on academic probation. A student whose term GPA falls below 1.000 and whose cumulative GPA falls below the minimum cumulative GPA requirement will be academically dismissed from the University.

Subsequent Reviews
The committee will review a student on probation, or admitted/readmitted on probation, after the full-time student has attempted twelve (12) or more credit hours since being placed on probation, or part-time student has attempted eight (8) or more credit hours since being placed on probation. If the term GPA is 2.000 or above, but the cumulative GPA is below the minimum cumulative GPA requirement, the committee may choose to continue the student on probation for one or more terms or to academically dismiss the student from the university. The same is true if the term GPA is below at 2.00, but the cumulative GPA is in good standing. If the term GPA is 2.000 or above, and the cumulative GPA meets the minimum cumulative GPA requirement, the committee will remove the probation.

Appeal
A student has the right to present a written appeal with additional information concerning U-SQC decisions to the U-SQC. The appeal must be submitted electronically to the Dean or Dean's designate in the School or College in which the student is housed and copied to the Registrar and Chair of the USQC. The deadline for appeals to academic dismissal is defined in the student's letter indicating they are removed from the University. The student will receive written notice of the appeal decision. The decision of the committee in regard to the appeal is final.

Restrictions While on Probation
A student on probation may not enroll in more than 12 credit hours in any one term; will be reviewed again after having attempted twelve (12) or more credit hours since being placed on probation; must complete the course work for all courses with an incomplete grade (grade of "I") and receive a letter grade at least 72 hours prior to the first day of class for the next term; must meet with an academic advisor during the first month for the following term; may not represent the University in off-campus extracurricular activities, participate in varsity athletics, hold campus office or run for campus office, until the probation or sanction is lifted.

Readmission Following Academic Dismissal
A student who has been academically dismissed from the University may apply for readmission. The student must take a full Fall or Spring term away from the institution before applying for readmission. To re-apply the student must submit the following items: an application for readmission; official transcripts

for any courses taken at another institution (A student must earn a C or better in all courses taken); submit a personal statement stating their goals and accomplishments since leaving Queens; and submit a memo to the Readmission Committee stating why they want to return to Queens.

A student readmitted to the University is normally admitted on probation and reviewed after the first term based on the guidelines above for Subsequent Reviews. Readmitted students are subject to the academic requirements in effect at the time of readmission (catalog of entry of the term readmitted).

Student Status

Class Status
Students are assigned class status according to the number of credit hours earned. A freshman has earned from 0 to 23 credit hours. A sophomore has earned 24 to 51 credit hours. A junior has earned 52 to 89 credit hours. A senior has earned 90 or more credit hours.

Full-Time / Part-Time Status
Undergraduates enrolled in 12 or more credit hours per term are considered full-time students. Undergraduates enrolled in 1-11 credit hours per term are considered part-time students.

Transfer Students
The student who enters Queens with prior academic credit from another regionally accredited institution is considered a transfer student. The Registrar will evaluate the transcripts to determine the transfer student's class status, the credit hours awarded and their applicability to Queens' graduation requirements. Transfer students must meet all degree requirements in their catalog of entry including the residency requirements.

Non-Degree Student Status
A student who applies to Queens without the intent to earn a bachelor's degree is admitted as non-degree student.

Visiting Student Status
A degree candidate at another college or University who is taking courses at Queens by special arrangement is considered a visiting student.

Greater Charlotte and Charlotte Area Educational Consortium (CAEC) Student Status
Degree-seeking students at the area colleges which make up the Greater Charlotte and the Charlotte Area Educational Consortium may enroll in a course at Queens during the fall or spring terms. Special policies apply.

Summer Study
The University offers a summer semester. Summer classes may be offered in the day, in the evening, on the weekend or online.

Taking Courses at Other Institutions
After admission to Queens a student must receive prior approval to take a course at another institution in order for the credit to be transferred back to Queens. Generally the course must be equivalent to or supplemental to a course offered at Queens. In order to transfer credit to Queens for a course taken at another institution a Queens student must (1) complete the Undergraduate Transfer Credit Approval form and secure all required signatures of approval, (2) earn a grade of "C-" or better in the course, and (3) have the other institution send an official transcript of the coursework to the Registrar at Queens University of Charlotte. The form is available on the web site of the Registrar's Office.

Teacher Education
A student may earn a teaching license at the elementary or secondary level as part of the baccalaureate program of study. Students must apply to the Cato School of Education for admission by the end of the sophomore year. For more information, *see the* ***Cato School of Education***. A student who has already earned a bachelor's degree and wishes to become licensed at the elementary or secondary level may

pursue licensure through the Cato School of Education's post baccalaureate teacher licensure program. *See* ***Graduate Programs – Cato School of Education***

Transfer Credit and Prior Learning Assessment Policies
Information on transferred credit and course equivalencies can be found on the Queens web site at www.queens.edu.

Advanced Placement Credit (AP)
Students who have completed college-level work in their secondary schools should take the appropriate Advanced Placement (AP) test administered by the CEEB. In most subjects Queens grants advanced placement and course credit if the student scores either 4 or 5 on such tests. Students who earn a score of 4 or 5 on the AP English examinations will receive credit for QEN 101and will be required to take QEN 102 in the spring semester of the freshman year.

International Baccalaureate (IB)
Queens will grant up to eight semester hours of elective credit in each area in which a student has achieved a score of 5, 6 or 7 in a higher level examination. Assignment of specific course credit will be determined at the student's request and the discretion of the individual department. Students who earn a score of 5, 6 or 7 on the English portion of the IB examination will receive credit for QEN 101and will be required to take QEN 102 in the spring semester of the freshman year.

College Level Examination Program (CLEP)
Queens awards credit and advanced placement to students who score satisfactorily on approved subject level tests of the CLEP.

Foreign Language Placement
All entering freshmen take a foreign language placement test during new student orientation. The score earned may allow students to place out of one or both years of the foreign language requirement. Tests are given in Spanish, French, Latin and German. Please note that credit is not awarded for these placement examinations.

Credits from Two-Year Institutions
Courses transferred from two-year institutions are classified as either 100- or 200-level courses. No more than 64 academic credit hours will be accepted in transfer from two year institutions.* Credits transferred from a two-year college **may not** be used to meet the upper level hours requirement of at least 36 credit hour at the 300 level or above, regardless of the level of comparable Queens courses.

*Queens University of Charlotte does participate in a comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System., and will accept 64 credit hours will be accepted in transfer from graduates of North Carolina public two-year institutions.

Physical Education Credits No more than four (4) credit hours in physical education may be applied to the hours required for graduation.

Duplicate Credit Duplicate credit will not be awarded in the event AP and/or IB examination credit is accepted or if the scores duplicate credit already earned.

Limits on AP, IB and CLEP Credit Awarded Total combined AP, IB and CLEP credit awarded will not exceed 38 semester hours. Neither grades nor quality points will be awarded, nor may AP, IB or CLEP credits satisfy the final 30 hours required for graduation from Queens. Official AP, IB and CLEP scores should be submitted to the Queens Registrar. Information on transferred credit and course credit equivalencies can be found on the Queens Web site at www.queens.edu.

Transfer Credits
When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer, and determines the student's class status. In order to transfer credit to Queens from another institution the student must have earned a grade of "C-" or better in the course. The Registrar's evaluation of transferred credits will also determine

whether or not any transferred courses are equivalent to any courses at Queens.

Withdrawal from the University - *See also* ***Withdrawal and Financial Obligations.***

Withdrawal by the Student

A student in the traditional undergraduate program who chooses to drop or withdraw from all courses in which he or she is enrolled must withdraw from the University.

A Hayworth School student who chooses to drop or withdraw from all courses in which he or she is enrolled may either withdraw from the courses, or withdraw from the University. To withdraw from the University a student must complete the Official Withdrawal Form available in the Office of the Registrar.

Upon withdrawal from the University, the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding. A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. The last day to withdraw from the University is the last instructional/class day of the semester.

Withdrawal by the University

A student in the traditional undergraduate program must maintain continuous enrollment at Queens (excluding the summer term) to remain an active student. If the student does not maintain continuous enrollment (is absent either fall or spring term without appropriate approval), he/she will become an inactive student and must apply for readmission in order to return.

A student in the Hayworth School program does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Readmission after Withdrawal

A student who has withdrawn from the University, been dismissed from the University, or become inactive must apply for readmission in order to return.

Graduate Studies

Queens University of Charlotte offers master degree programs and non-degree graduate programs.

Graduate programs offered by the University include:

The College of Arts and Sciences

- Master of Fine Arts (MFA) in Creative Writing
- Master of Arts (MA) in Interior Architecture and Design

The McColl School of Business

- Master of Business Administration (MBA) Professional, Online and Executive* programs
- Master of Science (MS) in Executive Coaching*
- Master of Science (MS) in Organization Development
- Non-Degree Program: Coaching Certificate

The Knight School of Communication

- Master of Arts (MA) in Communication
  - Traditional Program and Online Option

The Wayland H. Cato, Jr., School of Education

- Master of Arts in Teaching (MAT) in Elementary Education (K-6)
- Master of Arts in Teaching (MAT) in Secondary Education
- Master of Education (MED) in Literacy (K-12)
- Master of Arts (MA) in Educational Leadership (K-12)- Online Option
- Non-Degree Program: Post Baccalaureate Teacher Licensure

Andrew Blair College of Health

- Master of Health Administration (MHA)—Online Option**
- Master of Science in Nursing (MSN)
  - Traditional Tracks and Online Option
- Graduate Certificates
  - Clinical Nurse Leader
  - Nurse Educator
  - Nurse Administrator

**Not accepting new applications after fall 2015.*

***Program to begin in fall 2017.*

The College of Arts and Sciences

Master of Fine Arts in Creative Writing

The MFA in Creative Writing is a two-year studio arts program designed to meet the needs of committed writers in a flexible low-residency format and provide students with an opportunity for immersion in a community of writers both in person and online as they hone their craft. The program is geared towards students who are or plan to become published writers and/or to teach writing at the college-level.

The MFA program offers courses of study in fiction, creative nonfiction, poetry, and writing for stage and screen. We also offer a Latin America track of our MFA program, which combines a creative writing curriculum with a cultural-immersion experience through 14-day residences in three Latin American cities. Students may move back and forth between the two tracks.

The MFA offices are located in McEwen Hall on the main Queens campus. We welcome inquiries in person by appointment, by phone at 704.337.2499, and always online at queens.edu/mfa.

ADMISSION

Students are encouraged to enter the program in the Spring or Summer terms, which begin with a residency. Students may also enter in the Fall term with the permission of the Program Director.

Application Requirements

In order to be considered for admission to the MFA program in creative writing, an applicant must meet or complete the following requirements:

- Hold a bachelor's degree from an accredited college or university or have equivalent experience practicing creative writing as that experience is reflected in the quality of the prospective student's application portfolio.
- Submit official transcripts from the college or university from which the highest degree was awarded. If the candidate does not hold a bachelor's degree, a high school transcript must be submitted. Transcripts must be received in a sealed envelope. They may be sent separately, or along with the other application materials.
- Submit a completed graduate application form.
- Submit one copy of a portfolio of creative writing in each genre for which the applicant wishes to apply, consisting of approximately 25 pages of fiction, creative nonfiction, or writing for stage and screen, or 10 pages of poetry.
- Submit one copy of a one-page, typed, single-spaced essay on the prospective student's reasons for applying to the MFA program and expectations for the program.
- Provide one letter of academic or professional reference that speaks to the applicant's ability as a writer or potential as student. Letters of recommendation may either be sent separately or along with the other application materials.
- Submit a non-refundable application fee.

Transfer Credit

Up to two semesters of transfer credit may be accepted from another MFA program. In keeping with long-standing tradition in studio arts programs, in special circumstances, transfer credit may be applied for appropriate publication history. All transfer credit must be approved by the program administration.

International Student Admission

We welcome international students. Applications must be submitted in English and will be evaluated on the same basis as domestic applicants.

Student Status

Full Degree

Full degree status is assigned to students who are pursing the MFA degree.

Non-Degree

Non-degree status is assigned to students not pursuing a degree, and are normally admitted for one term only. Non-degree applicants are not required to submit essays or references. If a non-degree student later applies for, and is admitted to, the degree program, courses taken in non-degree status may be applied to the degree program requirements. Non-degree status is reserved for participants in the One Book program; in general, non-degree students are not permitted to enroll in MFA courses.

CURRICULUM

The graduate program in Creative Writing is a 52 credit hour program leading to Master of Fine Arts (MFA) degree.

Course Requirements

All MFA candidates beginning the program in Fall 2015 or later must attend at least 4 weeks of residencies and complete 24 credit hours of Workshop or Tutorial courses. The remaining 28 credit hours are comprised of Craft or Gateway, Seminars, Guided Reading, and credit hours toward the Thesis and Capstone requirements. Students who began the program between Spring 2014 and Summer 2015 will complete between 48 and 53 credit hours.

Courses are prescribed by the Program based on genre, track and program progression. Thesis and Capstone committees are selected by the student in consultation with the Faculty.

Any MFA candidate in good standing may prolong their study one full semester prior to embarking on preparation for the graduating residency. In this semester, the MFA candidate can choose which gateway and craft seminars to take and the candidate will respond to them as other candidates and will also participate accordingly in writing workshops.

Academic Policies

The catalog section of **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the MFA program. See also important additional policies in **Student Rights and Responsibilities.**

Graduation Requirements

In addition to participation in the residencies and successful completion of course work, MFA candidates must complete a book-length work of fiction, creative nonfiction or poetry, or a screen- or stage-play, and offer a public reading from that work. MFA candidates will also complete a Capstone project on some element of the craft of creative writing. The Capstone project is comprised of a 6-8 page paper and a 20 minute-seminar or, in the Latin America track of the program, a 25-30 page paper.

Completion of Requirements and the Graduating Residency

MFA candidates are strongly encouraged to complete the requirements for graduation from the program in five consecutive residencies. However, if a candidate requires additional time to complete the thesis and capstone projects, a deferral of up to a year may be granted. Candidates who do not attend the graduating residency within one calendar year will be administratively withdrawn from program, and will need to contact the Program office for re-admittance.

Grading

All courses are graded on a Pass/Fail basis. MFA faculty provide substantive written feedback on every manuscript exchange. Students who fail to successfully complete the requirements of any course will be given a Failing grade. If a student has compelling reasons for not completing a course, an Incomplete status may be assigned to that course. Candidates must successfully make up the work before the degree can be conferred.

Leave of Absence

A student who wishes to take a leave of absence must notify the Program Office in writing. If the student does not return within one academic year, the student will be administratively withdrawn from the program and must contact the MFA Program Office for re-admission.

Administrative Withdrawal

If a participant fails to attend or complete a term, in the absence of communication with the MFA Program Office, the participant will be administratively withdrawn from the program. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Withdrawal from the Program

A participant who wishes to withdraw from the program should notify the MFA Program Director in writing.

POSTGRADUATE AND NON-DEGREE OFFERINGS

Any MFA degree recipient in good standing may enroll in a postgraduate semester in the same genre, or can apply for admission and be admitted to a postgraduate semester in another genre. Such program participants are admitted and enrolled as non-degree seeking students. All program tuition and fees apply.

Postgraduate Certificate of Study

Any MFA degree recipient in good standing may apply for admission and be admitted to a

postgraduate program of two or more semesters in another genre, in order to earn a postgraduate certificate of study. In two or more semesters, the candidate will be required to enroll at Queens and participate in all relevant gateway and craft seminars and writing workshops and then will embark on preparation for a graduating residency. Upon completion of the thesis in the new genre and the presentation of a craft seminar related to the genre, the MFA degree recipient will earn a postgraduate certificate of study in that genre. Program participants are enrolled as non-degree seeking students. All fees for post-graduate work are the same as the fees for all MFA students.

The One Book Semester
Any MFA degree recipient from Queens or elsewhere or applicants with significant writing experience may apply for admission to the One Book Semester. Participants spend six months working a book-length manuscript with a senior editor from a significant publisher. Participants are enrolled as non-degree seeking students. ENG 701 carries 3 hours of academic credit, which may be applied towards the MFA degree at Queens.

POLICIES
See also important additional policies in ***Student Rights and Responsibilities***

Master of Arts in Interior Architecture & Design

The **Masters of Art in Interior Architecture & Design (IAD)** provides a transformative educational experience for each student. By teaching a foundation of creativity, critical thinking and technical knowledge, students are prepared for leadership positions in the interior design profession. Our program is distinguished by its urban context, unique regional traditions, global outlook, commitment to service and academic excellence. This master's degree is coupled with the foundation of a liberal arts undergraduate education. Employers soon realize that our graduates are not only skilled but well-rounded thinkers who are prepared to be the best employees possible.

The goals of the program are for graduates to be able to demonstrate critical thinking, core design and technical knowledge on a global level; to be able to exercise and integrate practical knowledge and professional values and processes; to be able to fulfill all assessment measures; and to be in compliance with all accrediting and licensing bodies (CIDA, NCIDQ).

ADMISSION
To be considered for admittance to the MA in Interior Architecture & Design program applicants must:

- Hold a baccalaureate degree in Interior Design or a related field that includes at least the 68 credit hours of the current Queens BA in IAD program. (See BA in IAD class requirements). Exceptions and accommodations may be made for an outside or previous degree from regionally accredited institutions.
- Have a grade point average of at least 2.500 on a scale of 4.0 on all undergraduate courses.
- Provide official transcript(s) of all academic work beyond high school, sent directly from the institution to the Queens Graduate Admissions Office.
- Submit a portfolio of past work in interior design.
- Submit two letters of recommendation.
- Submit a completed graduate application form.
- Provide a non-refundable $60 application fee.

In addition a successful admissions interview is required for admission.

International Students
International students are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full admission to the

University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

For More Information
Those interested in the graduate program should contact the Director of Interior Design for information or an application.

Student Status

Full Graduate Status
Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 2.5 may be put on academic probation upon acceptance for a predetermined time.

Admission on Probation
Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program.
Terms may vary from student to student depending upon academic and work experience.

Provisional Admission
Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status
Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 2.5.

Transient Status
Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

Requirements for the M.A. in Interior Architecture & Design
All requirements for the MA in Interior Architecture & Design must be completed to earn the degree. Requirements can be completed in as little as two years with part-time attendance or in one year with full- time attendance. Students must follow the recommended course sequence and take two courses per semester, including summer terms, in order to complete the degree in a timely manner.

Note: All students must complete 40 credit hours at Queens for this degree. Students who receive transfer credit for any of the courses below must complete program electives to reach this credit hour requirement.

IAD 500 Design Theory and Ideation
IAD 501 Masters Design studio 1
IAD 502 Masters Design studio 2
IAD 503 Masters Design studio 3
IAD 504 The Urban Environment
IAD 530 Southern Regionalism in Design
IAD 540 Global Issues and the Built Environment
IAD 550 Thesis Research Methods and Exploration
IAD 560 Master's Thesis in Interior Architecture And Design
IAD 565 Leadership Strategy and Professional Practice (2)
IAD 570 Commercial Internship in Interior Architecture and Design (2)

Total: 40 credits

The McColl School of Business

Graduate Programs

The McColl School offers a comprehensive set of educational programs and enrichment opportunities which educate students to become successful business and professional leaders.

Our vision is to identify the McColl School name with "leadership." We believe that organizations need leaders with integrity at all levels and that leadership can be learned. We also believe that students need to be competent,, to understand their own values and to draw on their knowledge and values to influence people within their organizations and communities. We focus on leadership in all areas: when recruiting faculty, when developing curricular content and structure, and when connecting with our business community.

Graduate Programs

The **Professional MBA** program allows flexibility in scheduling classes, most of which are offered on weekday evenings. Depending on the number of credit hours completed each term, the PMBA program can be completed in two to three years.

The **Online MBA** is a 24 month cohort-based program with an emphasis on leadership.

The **Executive MBA** program meets on alternating Fridays and Saturdays for 24 months. It is an intensive, integrated program in general management designed for those with substantial experience in managing people, assets or data.

The **Master of Science (MS) in organization development** is intended for working professionals who are interested in designing and leading organizational change. The program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

The **non-degree graduate Coaching Certificate program** is designed for those seeking to develop knowledge, skills and abilities in coaching. The certificate courses are offered through the organization development program

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information for these programs can be obtained at www.mccollschool.edu or by calling 704. 337.2224. To contact the school by mail, write to The McColl School Graduate Admissions, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

Professional Master of Business Administration (MBA) Program

The Professional MBA program (PMBA) prepares students to be skilled managers and leaders. The curriculum stresses the interaction of the functional areas of business and emphasizes high standards of ethical and social responsibility. The curriculum is developed, taught and regularly updated by a faculty with strong academic and business experience. The curriculum also stresses the need to develop communication and writing skills, international and cultural awareness and a comprehensive managerial perspective.

ADMISSION

In order to be considered for admission as a degree candidate to the PMBA program, an applicant must hold a baccalaureate degree from an accredited institution and have a strong undergraduate academic record.

Applications must include:

- a completed graduate application form including essays
- a resume
- an official score report from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years or approved waiver request
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Applications are accepted and reviewed year-round on a rolling admissions basis.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their

transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated by World Education Services (www.wes.org) a certified transcript evaluation service. Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official of the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens also will accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 6 credit hours in both the fall and the spring terms to be eligible for an F-1 student VISA.

Student Status

Full Degree status
Full degree status is assigned to students who are pursuing a degree and who have met all admission requirements.

Post-baccalaureate status
Post-baccalaureate status is accorded for up to two terms to those who have not yet submitted an acceptable GMAT or GRE score. A post-baccalaureate student is subject to the following policies:

- A post-baccalaureate student must complete the same admissions requirements as full degree applicants and must meet the standards for general admission into the PMBA program except for submission of the GMAT/GRE score. Post-baccalaureate students are subject to the academic regulations and standards required of full degree students.
- An acceptable GMAT or GRE score must be submitted in order to be changed to full degree status and continue in the program.
- The post-baccalaureate classification carries with it no implication that a student will be admitted to full degree status in the PMBA degree program.

Non-degree graduate status
Non-degree graduate status is assigned to students not pursuing a degree who are normally admitted for one term only. Non-degree graduate applicants are not required to submit essays, test scores or references. If a non-degree student later applies for, and is admitted to full degree status, courses taken in non-degree status may be applied to the degree program to which the student is admitted.

Applications must include:
- a completed graduate application form
- a resume
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee

Transient status
Transient status is assigned to a student who wishes to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only.

Applications must include:
- a completed graduate application form
- an official transcript from the home institutions sent directly from the institution to the McColl Graduate Admissions Office
- a letter of good standing from the home institution including permission to take a specific course or courses and evidence of completion of any prerequisites needed
- a non-refundable application fee

Admission on Academic Probation
When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on

academic probation. A student admitted on academic probation must meet the terms of probation set by his/her admission letter in order to be allowed to continue in the program.

CURRICULUM

The curriculum includes Foundation Courses and Core courses.

There is an expectation that all PMBA students are comfortable with current applicable computer technology.

Foundation courses
The foundation courses are designed to provide preparation for the core courses through an understanding of accounting, finance and statistics.

The foundation courses also provide an introduction to expectations of study and rigor needed in the PMBA program. The grades and the credit hours for foundation courses are not included in the grade point average for the MBA degree. These courses are graded on a Pass/No Record basis. See Pass/No Record under Academic Polilcies
After receiving a grade of No Record in a foundation course (and provided the student is otherwise in good standing), a student may repeat the course only once. If the PMBA student does not pass the foundation course the second time, he/she will be ineligible to continue in the program.

Degree Requirements
The Professional MBA program requires successful completion of 36 credit hours of core courses and a grade point average of at least 3.00.

The core courses focus on the functional areas of business. The curriculum underscores the complexity and diversity of managerial decisions in national and international economies. Instruction is presented through various methods including extensive use of case studies.

Course Sequence for the PMBA Program
A student should meet with his/her advisor to develop a plan of study. This will insure that the courses are taken in proper sequence.

FOUNDATION COURSES
PMB 542 MBA Foundations I
PMB 543 MBA Foundations II

CORE COURSES
PMB 600 Leadership Development
PMB 605 Law and Ethics
PMB 610 Organizational Behavior
PMB 615 Economics for Managers
PMB 620 Managerial Accounting
PMB 625 Managerial Finance
PMB 630 Marketing Management
PMB 635 Business Analytics
PMB 640 Managing in a Global Context
PMB 645 Management Information Systems
PMB 650 Operations Management
PMB 655 Strategic Planning and Implementation

ACADEMIC POLICIES
The section **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the PMBA program whether degree or non-degree.

See also important additional policies in ***Student Rights and Responsibilities***

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading. If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor cannot be reached, the student should ask to meet with the Director of the PMBA program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Undergraduate enrollment in the PMBA Courses
Seniors at Queens with a cumulative grade point average of 3.5 or better may request approval of the student's undergraduate advisor and the PMBA student advisor to take a PMBA course. Approval must be granted prior to registration. Approval is not automatic. *See also undergraduate policies on* ***admission of undergraduates to graduate study***. Students who wish to complete the PMBA program must first be admitted to the PMBA program to continue taking courses.

Pass/Fail
Some PMB core courses (600 level) may be offered on a Pass/Fail basis. Pass in a graduate course is

equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record
The Foundation courses, PMB 542 and 543, are offered only on a Pass/No Record basis. A Pass is equivalent to a B or better. Course work evaluated below B is considered "No Record" and there is no notation on the transcript that the course was taken. The grades and the credit hours for foundation courses are not included in the grade point average for the MBA degree. Unless specified, a graduate (600 level) course may not be taken on a Pass/No Record basis.

Satisfactory Academic Progress
Students must show progress toward completion of degree requirements

Graduation Requirements
PMBA students may receive a degree only after meeting all of the program requirements including a grade point average of 3.00 or better..

At the discretion of the McColl School of Business Student Qualifications Committee (MSB SQC), a student may be allowed to take additional course work to increase his/her grade point average. However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications Committee (SQC)
The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee (MSB SQC). At the end of each term, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation
Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal
A PMBA student who earns an "F" in any course or three (3) Cs is subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation.

If the student cannot be removed from probation the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variation in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee

Online Master of Business Administration (MBA) Program

The Online MBA program (OMBA) prepares students to be skilled managers and leaders. The 24-month curriculum stresses the interaction of the functional areas of business and emphasizes high standards of ethical and social responsibility. The curriculum is developed, taught and regularly updated by faculty with strong academic and business experience and combines team-based learning with individual mentorship. The online MBA at Queens includes two campus residencies, one at the beginning of the program and one at the midpoint.

ADMISSION

In order to be considered for admission as a degree candidate to the OMBA program, an applicant must hold a baccalaureate degree from an accredited institution and have a strong undergraduate academic record.

Applications must include:

- Completed graduate application
- Official transcript(s) of all academic work beyond high school sent directly from the institution
- Written statement describing professional and personal goals and objectives.
- Two letters of academic or professional reference
- Resume outlining academic and professional background and recognitions, honors and awards

Applicants with fewer than three years of relevant work experience after receiving the bachelor's degree and/or an undergraduate grade-point average below 3.0 may be required to submit an acceptable GMAT or GRE score.. Applications are accepted and reviewed year-round on a rolling admissions basis

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by World Education Services (www.wes.org) a certified transcript evaluation service.. Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official of the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens also will accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 6 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Degree status
Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements.

Admission on Academic Probation
When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. A student admitted on academic probation must meet the terms of probation set by his/her admission letter in order to be allowed to continue in the program.

CURRICULUM

Foundation modules
The foundation modules are designed to provide preparation for the core courses through an understanding of accounting, finance, statistics and EXCEL. There is an expectation that all Online MBA students are comfortable with current applicable computer technology.

Results from the foundation modules are not included in the grade point average for the MBA degree. However, any required modules must be completed satisfactorily prior to taking a core course for which the module is a prerequisite.

Degree Requirements
The online MBA at Queens requires 36 credit hours (12 courses) and includes. an emphasis on Leadership.

MBA 600 Leadership Development
MBA 605 Managerial Accounting
MBA 615 Economics for Managers
MBA 620 Organizational Behavior
MBA 625 Marketing Management
MBA 630 Business Analytics
MBA 635 Managerial Finance
MBA 640 Managing in a Global Context
MBA 645 Corporate Governance and Ethics
MBA 650 Operations Management
MBA 655 Management Information Systems
MBA 660 Strategic Planning & Implementation

ACADEMIC POLICIES
The section **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the OMBA program.

See also important additional policies in ***Student Rights and Responsibilities***

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading. If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor cannot be reached, the student should ask to meet with the Director of the Online MBA program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Pass/Fail
If a course is offered on a Pass/Fail basis, Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Satisfactory Academic Progress
Students must show progress toward completion of degree requirements

Graduation Requirements
OMBA students may receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required.

MSB Student Qualifications Committee (SQC)
The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee (MSB SQC). At the end of each term of study, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation
Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation
An OMBA student will be placed on probation if his/her term grade point average falls below 3.000 Terms of probation will be determined at the end of the second class of the term. If the student does not meet the terms of probation, the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Academic Dismissal

An OMBA student who earns a grade of F" in any course or three (3) grades of C in the program is subject to dismissal from the program and from the University.

Variation in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

Executive Master of Business Administration (MBA) Program

Note: Not accepting new applications after spring 2016.

The Executive MBA program (EMBA) at the McColl School of Business is a 24 month learning experience rich in opportunities for personal and professional growth. Program participants are experienced managers who refine and extend their skills and aptitudes to enhance their continued career development.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704.337.2224. To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

ADMISSION

The Admissions Committee seeks highly motivated applicants who have demonstrated success in management and who have the potential for significant additional responsibility. Applications must include:

- a completed graduate application form including essays
- a resume
- an official score report from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years or approved waiver

request
- two letters of reference
- corporate support
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Applications are reviewed on a rolling admissions basis. Applications are accepted and reviewed year- round and admission may be possible until the first day of class.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status
All EMBA students are admitted with full degree status.

DEGREE REQUIREMENTS

The Executive MBA is a 54 credit hour program. The program is highly integrated, emphasizing the interconnectedness of business processes and management concepts.

Required Courses
EMB 610 The Big Picture
EMB 620 Anatomy of the Enterprise
EMB 630 Control and Development
EMB 640 Managing Strategically
EMB 671 International Experience
EMB 672 Consulting Project

ACADEMIC POLICIES

The section **Graduate Academic Policies** applies to all graduate students. The following policies

supplement or modify those policies for students in the EMBA program.

See also important additional policies in ***Student Rights and Responsibilities***

Registration
The Executive MBA office processes the registration for participants each term.

Evaluation System
Segments within each term are graded on a Pass/Fail basis, and one grade, Pass or Fail, is posted for each term on the transcript. In addition, the McColl Executive MBA faculty, at the conclusion of each term, provides written evaluative feedback on a participant's performance. Participants also receive substantial additional performance feedback from faculty and classmates. The written faculty commentary regarding performance is the primary vehicle used to judge overall participant performance.

Incomplete Status
A faculty member may assign Incomplete status. An I status automatically becomes a grade of F if the participant fails to satisfactorily make up incomplete work within one term.

Withdrawal from the Program
A participant who wishes to withdraw from the

program should notify the Executive MBA office in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (withdrawal). At the discretion of the McColl Student Qualifications Committee, a participant who withdraws may be permitted to return to the program.

Administrative Withdrawal
If a participant fails to return for the next term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes (i.e. four weeks consecutively or four consecutive classes from an individual discipline) will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Graduate Admissions office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Transfer of Courses
No courses are considered for transfer credit to the program.

Time Limit
The EMBA is normally completed in two years. If a student cannot complete the program in two years he/she may apply for an extension. In all cases completion must be in six years.

Graduation Requirements
EMBA students may receive a degree only after completing the entire two year sequence of courses.

MSB Student Qualifications Committee (SQC)
The McColl School faculty determines the academic standards, which are administered by the McColl Student Qualifications Committee. This committee reviews each case of academic difficulty to determine the appropriate action and academic status for the participant.

Academic Probation and Dismissal
Continuation in the McColl Executive MBA program is based on
the qualitative recommendation of the program faculty based on the participant's individual performance as outlined under "Evaluation System." program faculty evaluate a participant's performance as unacceptable, the faculty will refer the evaluation to the McColl Student Qualifications Committee with a recommendation that the participant be placed on academic probation. The program faculty will review a participant on academic probation by the end of the subsequent term. The McColl Student Qualifications Committee, on the recommendation of the program faculty, approves removal from probation. Participants who do not receive a recommendation from the program faculty for removal from probation will be subject to dismissal from the program.

Variations in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

Master of Science (MS) in Executive Coaching

Note: Not accepting new applications after spring 2016.

The Master of Science in Executive Coaching (MSEC) program is designed to meet the needs of working professionals and provides a low residency schedule using adult learning principles and various mediated learning technologies. Students participate in a cohort group designed to complete the program of study in two years.

Program residencies are scheduled in August, January, and May. Students are required to participate in all residency sessions, to complete work independently, and to take part in work teams. Following the residencies, students and faculty continue to engage online to complete the course work.

The program curriculum is based on the Graduate School Alliance for Executive Coaching (GSAEC) curriculum standards guidelines, the International Coach Federation's (ICF) coaching competencies, and Board Certified Coach certification requirements.

ADMISSION

In order to be considered for admission as a degree candidate to the program, an applicant must hold a baccalaureate degree from an accredited institution and have seven years of professional work experience.

Applications must include:

- a completed graduate application form including essays
- a resume
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office

- a non-refundable application fee
- admissions interview

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status
Students are admitted to the executive coaching program with full degree status.

Admission on academic probation

When an applicant to the program presents a marginal undergraduate record or less than seven years of professional work experience, the admissions committee may admit that person on academic probation. Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Admissions eligibility
Applicants are expected to begin the program with the first residency of a cohort. If the applicant is unable to begin as expected, he/she must wait for the next cohort to begin at which time he/she is subject to the admissions standards and curriculum requirements in the subsequent catalog of entry.

DEGREE REQUIREMENTS

The graduate program in Executive Coaching is a 36 credit hour program leading to the Master of Science (MS) degree.

Course Sequence
In the unusual circumstance in which a student misses a term of study, the Program Director will coordinate the sequence of re-entry as some courses are taught in sequential order - e.g., MSC 605 must be completed before taking MSC 630; MSC 630 must be completed before MSC 645; MSC 615 must be completed before taking MSC 625; and MSC 675 should be the last course taken. No elective courses are offered.

Required Courses:
All courses are 3 credit hours except MSC 675 which is 6 credit hours.

MSC 605 Coaching Theories and Practice
MSC 610 Human Development and Leadership
MSC 615 Understanding and Applying Research
MSC 620 Interpersonal & Cross Cultural Communication
MSC 625 Applied Assessments & Measurement
MSC 630 Adv Coaching Theories & Practice
MSC 635 Group and Team Dynamics
MSC 640 Business Acumen
MSC 645 Executive Coaching Practicum
MSC 650 Practice Development & Management
MSC 675 Capstone in Executive Coaching

Academic Policies

The catalog section of **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the MSEC program.

See also important additional policies in ***Student Rights and Responsibilities***

Undergraduate Enrollment
An undergraduate student may not enroll in an MSC course.

Satisfactory Academic Progress
Students must show progress toward completion of the degree requirements.

Graduation Requirements
Students in the executive coaching program may receive a degree only after satisfactorily completing all of the program requirements including all residencies and all special project assignments. A grade point average of 3.0 or better is required. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications Committee (SQC)
The McColl School faculty has established standards of satisfactory academic progress, which are administered by its Student Qualifications Committee (SQC). At the end of each term the committee reviews the academic record of each student who is in academic difficulty.

Academic Probation and Dismissal
A student who earns an "F" in any course or three (3) C's is subject to dismissal from the program and from the University. A student will be placed on probation if his/her grade point average falls below 3.0. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. If the student cannot be removed from probation, the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variations in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading.
If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor cannot be reached, the student should ask to meet with the Director of the MSEC program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Withdrawal from the Program
A participant who wishes to withdraw from the program should notify the MSEC Program Director in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (Withdrawal). At the discretion of the McColl SQC, a participant who withdraws may be permitted to return to the program within one calendar year.

Administrative Withdrawal
If a participant fails to attend a term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes during the residency session or stops participating in distance learning programs will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Graduate Admissions office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Time Limit
The executive coaching program is normally completed in 24 months. If a student cannot complete the program in 24 months he/she may apply for an extension. In all cases completion must be within six years.

Transfer Courses
Due to the nature of the program, graduate credits may not be transferred from another institution.

Incomplete Status
A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he/she cannot complete final assignments before the end of the term. After discussion with the student, if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After

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this time the student will be assumed to have abandoned the class and the instructor or the Registrar will change the status as appropriate. Neither credit hours nor grade points are awarded for a course whose status is "I". A student with a status of "I" in a course sequence required course will not be allowed to register for the next course in the sequence (See "Course Sequence" section).

Master of Science (MS) in Organization Development

The Master of Science in Organization Development (MSOD) program is intended for working professionals who are interested in designing and leading organizational change. Grounded in the behavioral and management sciences, the MSOD program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

The McColl School of Business Graduate Admission offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2224. To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

ADMISSION

In order to be considered for admission as a degree candidate to the MSOD program, an applicant must hold a baccalaureate degree from an accredited institution and have at least five years of professional work experience.

Applications must include:

- a completed graduate application form including essays
- a resume
- an official score from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years or approved waiver request
- two letters of reference official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by World Education Services (www.wes.org) a certified transcript evaluation service. Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Degree Status

Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements.

Post-baccalaureate status

Post-baccalaureate status is accorded for up to two terms only to those who have not yet submitted an acceptable GMAT or GRE score. A

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post- baccalaureate student is subject to the following policies:

- A post-baccalaureate student must complete the same admissions procedures as other graduate applicants and must meet the standards for general admission into the MSOD program except for submission of the GMAT/GRE score. Post-baccalaureate students are subject to the academic regulations and standards required of full degree students.
- An acceptable GMAT or GRE score must be submitted in order to be changed to full degree status and continue in the program.
- The post-baccalaureate carries with it no implication that a student will be admitted to full degree status in the MSOD degree program.

Non-degree graduate status
Non-degree graduate status is assigned to students not pursuing a degree who are normally admitted for one term only Non-degree graduate applicants are not required to submit essays, test scores or references. If a non-degree student later applies for, and is admitted to full degree status, courses taken in non-degree status may be applied to the degree program to which the student is admitted.

Non-degree applications must include:
- a completed graduate application form
- a resume
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Admission on academic probation
When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

DEGREE REQUIREMENTS

The Master of Science in Organization Development is a 36 credit hour program including 27 credit hours of core courses and 9 credit hours of electives.

Course Sequence
A student should meet with his/her advisor to develop a plan of study. This will ensure that the courses are taken in proper sequence. ODV 675 may be taken only after all other core courses are completed.

Core Courses
ODV 600 Leadership Development
ODV 605 Intro to Organization Development
ODV 610 Organizational System Change
ODV 615 Business Acumen
ODV 620 Interpersonal and Group Dynamics
ODV 625 Intro to Coaching Theories and Application
ODV 630 Research Methods
ODV 675 Capstone Practicum in Organization Development

Elective Courses (choose 3)
ODV 632 Conflict and Negotiation
ODV 634 Adv Coaching Theories and Practice
ODV 636 Coaching Practicum
ODV 638 Entrepreneurship
ODV 642 Personality Assessments for Work
ODV 644 Management Consulting
ODV 646 Transformational Change
ODV 648 Creative Connections
ODV 652 International Experience
ODV 654 Independent Study in Org Development
ODV 670 Topics in Organization Development
(Topics vary; prerequisites vary by topic.)

ACADEMIC POLICIES

The section **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students, whether degree or non-degree, in the MSOD program.

*See also important additional policies in **Student Rights and Responsibilities***

Undergraduate Enrollment
An undergraduate student may not enroll in an ODV course.

Pass/Fail
Some ODV classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Satisfactory Academic Progress
Students must show progress toward completion of degree requirements.

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation

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of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading.

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor is not reached, the student should ask to meet with the Director of the MSOD program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Graduation Requirements
MSOD students may receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required.

At the discretion of the McColl School of Business Student Qualifications Committee (MSB SQC), a student may be allowed to take additional course work to increase his/her grade point average.

However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications Committee (SQC)
The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee (MSB SQC). At the end of each term, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation
Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal
A MSOD student who earns a grade of F" in any course or three (3) grades of C is subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation.

If the student cannot be removed from probation the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variation in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

Non-Degree Coaching Certificate Program

The Coaching Certificate program (CCP) is designed for those seeking to develop knowledge, skills and abilities in coaching, either in a non-degree program of study, or in conjunction with a masters degree at Queens. The CCP program is intended for the individual who already holds a baccalaureate, masters or doctoral degree.

The program curriculum is based on the Graduate School Alliance for Executive Coaching (GSAEC) curriculum standards guidelines, the International Coach Federation's (ICF) and Board Certified Coach competencies and certification requirements. The required courses focus on coaching theories and practice, the methods of coaching and the skills needed to coach individual and/or groups. The certificate may be earned separately, or as part of the MSOD program at Queens.

Degree candidates in a master's program at Queens should contact the McColl Graduate Admissions Office for information about completing the Coaching Certificate. Individuals who wish to complete only the Coaching Certificate should apply to the McColl School of Business as non-degree graduate students.

Admission to the Coaching Certificate Program
In order to be considered for admission as a non-degree student in the coaching certificate program, an applicant must hold a baccalaureate degree from an accredited institution and have at least five years of professional work experience.

Applications must include:

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- a completed graduate application form
- a resume
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Coaching Certificate

The courses can be completed in three to five terms, depending on the number of courses taken in a term. Requirements for the Coaching Certificate include completion of 9 credit hours in theory, practice, methods, and skills required for coaching and 6 credit hours of electives for a total of 15 credit hours.

Required Courses – 9 Hrs.
ODV 625 Intro to Coaching Theories & Application
ODV 634 Advanced Coaching Theories and Practice
ODV 636 Coaching Practicum

Electives – 6 Hrs.
6 credit hours from MSOD program or other graduate programs with approval

ACADEMIC POLICIES

*The section **Graduate Academic Policies** applies to all degree and nondegree graduate students.*

*See also important additional policies in **Student Rights and Responsibilities***

Undergraduate Enrollment

An undergraduate student may not enroll in an ODV course.

Pass/Fail

Some ODV classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Satisfactory Academic Progress

Students must show progress toward completion of degree requirements.

Grade Appeals

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading.

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor is not reached, the student should ask to meet with the Director of the MSOD program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

MSB Student Qualifications Committee (SQC)

The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committee (MSB SQC). At the end of each term, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal

A MSOD student who earns a grade of F in any course or three (3) grades of C is subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation.

If the student cannot be removed from probation the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variation in Certificate Requirements

Any change in requirements for the coaching certificate must be approved by the McColl Student Qualifications Committee classes during the residency session or stops participating in distance learning programs will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Graduate Admissions office to be considered for readmission. Queens

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University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Time Limit

The executive coaching program is normally completed in 24 months. If a student cannot complete the program in 24 months he/she may apply for an extension. In all cases completion must be within six years.

Transfer Courses

Due to the nature of the program, graduate credits may not be transferred from another institution.

Incomplete Status

A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he/she cannot complete final assignments before the end of the term. After discussion with the student, if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After this time the student will be assumed to have abandoned the class and the instructor or the Registrar will change the status as appropriate. Neither credit hours nor grade points are awarded for a course whose status is "I". A student with a status of "I" in a course sequence required course will not be allowed to register for the next course in the sequence (See "Course Sequence" section).

James L. Knight School of Communication

Master of Arts (MA) in Communication

Consistent with Queens' liberal arts tradition, the mission of the Knight School Master of Arts in Communication program is to prepare consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve.

The last decade brought dramatic change to human communication. A hyper-connected global environment with ever-evolving digital and mobile forms of communication has transformed individuals, organizations, and societies in almost every industry and country. We are faced with unanticipated communication challenges and opportunities.

Curiosity, passion, innovation, and an entrepreneurial spirit are needed to solve today's communication problems and envision tomorrow's possibilities. By integrating multidisciplinary and boundary-breaking conceptions of communication, the Knight School MA in Communication program provides students with the knowledge, skills, and critical thinking needed to explore a variety of communication issues and achieve greater rewards in their chosen futures.

The Knight School believes that the ability to ask the best questions and know where and how to look for evolving answers is the best way to prepare our graduates to contribute and succeed in today's complex world. Success in the MA in Communication program is not about finding the "right" answer, but about asking the right questions and developing the skills and approaches needed for continued and engaged learning throughout life.

We actively engage students in the classroom through an intimate, safe learning environment in which they can ignite personal passions, gain valuable skills, and incubate new ideas. In their required courses, MA in Communication students hone their ability to access information, analyze and evaluate messages and texts, create content, reflect on social and ethical considerations, and engage in communities across all communication platforms. Then, students choose among context- specific electives to create an individualized plan of study that meets their interests and goals and allows them to develop mastery in a particular area. Students gain

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skills communicating with diverse audiences using a variety of traditional and digital platforms and examine topics such as interactive media, strategic communication with a global audience, organizational image and branding, and visual communication. Students also investigate a range of communication dynamics such as culture in a networked society, creativity and innovation, leadership and the management of meaning, and social entrepreneurship. Regularly scheduled special topic courses focus on emerging issues and technologies, allowing students to stay current with cutting-edge knowledge and skills. As part of its Knight Foundation grant, the Knight School is committed to providing students critical skills in accessing, analyzing, and creating content on a variety of digital platforms.

MA in Communication students complete the program by translating a personal passion into practice with a year-long project. They develop an original inquiry question about an important communication topic and/or challenge, allowing them to graduate with a completed project or initiative ready for implementation. Knight School MA in Communication students graduate prepared to make a difference, whether it is increasing organizational success, launching an entrepreneurial endeavor, or addressing a community or societal problem or need.

The program includes 36 credit hours of coursework. A student completes 18 credit hours of course requirements and an additional 18 credit hours of coursework of his or her choosing.

Online MA in Communication

In addition to the traditional on-ground program, the MA in Communication is also offered online. The online curriculum includes the same 18 credits of core requirements as the on-campus program, plus a set track of 18 additional credits.

ADMISSION

Requirements for Admission

Requirements for admission into the MA in Communication program include:

1. Bachelor's degree from an accredited college or university.
2. Completed application which includes:
    - Application form
    - Resume' outlining academic and professional background and recognitions, honors, and awards.
    - Written statement describing professional and personal goals and objectives. For more information, read the Personal Statement Guidelines.
    - Non-refundable $75 application fee.
3. Supporting documents which include:
    - Official transcripts of all post-secondary academic course work that demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. Note: Applicants with a cumulative GPA below 3.0 must provide acceptable GRE scores from within the past five years (Scores before August 1, 2011: Verbal 500 /Quantitative 410/Analytical 4.0. Scores after August 1, 2011: Verbal 153/Quantitative 140/ Analytical 4.0). Applicants with greater than five years of professional work experience may appeal the GRE requirement.
    - Two letters of academic or professional reference submitted in sealed envelopes.

An interview with the Admissions Committee may be requested.

International Student Admission

International students applying to a graduate program must meet all academics requirements as well as any additional requirements as outlined by the individual program.

Transcripts: If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org).

Standardized Test Scores: Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours

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each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Graduate Status
Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past five years. Applicants with greater than five years of professional work experience may appeal the GRE requirement.

Admission on Probation
Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission
Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status
Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

Transient Status
Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

For More Information
Those interested in the graduate program should contact the Graduate Admissions Office at 704. 337.2313 for information or an application.

REQUIREMENTS FOR THE DEGREE

Core Requirements (18 hours):
COM 601 Communication Fluency
COM 610 The Social Creation of Organizing
COM 613 Constructing Messages and Audiences
COM 616 Communicating Mindfully
COM 680 Expanding Communication Boundaries
(COMM 680 should be taken in the Fall term immediately prior to COMM 681 in the Spring term of graduation)
COM 681 Launching Passion into Practice
(Prerequisite: Successful completion of COMM 680 with a B or higher and approval of a final project proposal)

Plus an additional 18 hours of coursework chosen from the following courses:

*Note: All elective options are available in the on-campus program. Students enrolled in the online program will complete the additional 18 hours in a set track * of online courses.*

COM 624 Communication and Culture in a Networked Society*
COM 629 Leadership, Empowerment, and the Management of Meaning*
COM 634 Organizations, Technology and the Changing Nature of Work
COM 638 Strategic Communication for Global Audiences *
COM 642 Interactive Media and Storytelling
COM 646 Engaging Community in the Digital Age
COM 650 Independent Study
COM 655 The Mediated Self and Changing Relationships *
COM 658 Creativity and Networks *
COM 662 Mediated Constructions of the Life Cycle
COM 664 Organizational Identity and Brand *
COM 665 International Experience
COM 668 Special Topics in Communication
(repeatable as needed)
COM 670 Directed Topics in Communication
(1-3 hours; repeatable for a total of 6 hours)
COM 674 Social Entrepreneurship
COM 676 Visual Rhetoric and the Influence of Aesthetics
Total Hours: 36

CLASS SCHEDULING
Each class in the on-campus program typically meets once a week, either one weeknight or Saturday. Classes in the online program follow an asynchronous, 100% online format.

ACADEMIC POLICIES
The section **Graduate Academic Policies** applies to all degree and non-degree graduate students in the School of Communication. *See*

also important additional policies in ***Student Rights and Responsibilities.***

The following additional policies also apply to communication graduate students:

1. Students earning a C grade in COM 601 Communication Fluency may be subject to dismissal from the program.

2. A student admitted on academic probation in the School of Communication should follow the terms of probation set by his or her admission letter but may enroll in no more than two courses during their first term of study.

The Wayland H. Cato, Jr. School of Education Graduate Programs

The Wayland H. Cato, Jr. School of Education's graduate programs at Queens support the University's mission of providing educational experiences that transform students' lives and foster personal and professional success. Queens University of Charlotte believes that each individual has a responsibility to society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

Graduate programs include the Master of Arts in Teaching Elementary K- 6, Master of Arts in Teaching Secondary 9-12, Master of Education in Literacy K-12, Master of Arts in Educational Leadership, and post-baccalaureate licensure programs in Elementary Education (K-6); Biology, Chemistry, English, History, Mathematics, Social Studies (9-12); and French and Spanish (K-12).

Degrees & Licensure Areas
Master of Arts in Teaching (MAT) K-6
Master of Arts in Teaching (MAT) 9-12
Master of Education in Literacy (MED) K-12
Master of Arts in Educational Leadership (MEL) K-12

CATO SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER

The goal of Queens University of Charlotte's teacher preparation program is to ensure candidates demonstrate the characteristics of a Queens graduate. Thus, the conceptual framework of the Wayland H. Cato, Jr. School of Education is fully aligned with the University's mission to nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

Our conceptual framework reflects a social constructivist view of learning. This is often conceptualized as a spiral in which learners continuously reflect on their experiences and develop increasingly stronger abilities to integrate new information at more complex levels. We believe that the education of teachers is multifaceted and should reflect the social context of learning as individuals create meaning through their interactions with each other and with the

environment in which they live.

Retention in the Program
Retention in the program is based on the expectation that candidates demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Students may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

STATE LICENSURE
Queens University of Charlotte must meet all national and state mandates in order to retain program approval. In order to meet the requirements for licensure in the state of North Carolina, the student must complete their program and also meet additional requirements mandated by the North Carolina Department of Public Instruction at the time of licensure application.

ACADEMIC POLICIES
The section **Graduate Academic Policies** applies to all degree and non-degree graduate candidates in the Cato School of Education. *See also important additional policies in* ***Student Rights and Responsibilities.***

Foliotek Requirement
Candidates admitted to any Graduate Education Program must register and pay for Foliotek, our assessment and portfolio management program. Candidate assignments and evidences will only be accepted in Foliotek.

Admission Requirements for all Graduate Education Degree Programs
1. Baccalaureate degree from a regionally accredited institution (MAT applicants: degree must NOT be Elementary Education)
2. Completed Graduate Admission Application
3. Official transcript(s) of all post-secondary academic course work
4. Cumulative grade point average of 2.50 or better on a 4.00 scale on all post-secondary course work
5. Written statement describing professional and personal goals and objectives
6. Two letters of recommendation from current or previous supervisors, or a letter of nomination from candidate's school system, showing proof of required teaching experience (MAT-n/a, MED-2 years, MEL-5 years upon completion of program)
7. A valid NC Teaching License (MED only)
8. Optional Graduate Record Examination (GRE) scores
9. Official, passing ACT, SAT or Praxis I: Core Academic Skills for Educators Test, (MAT only)
10. MEL candidates must be connected to a public, private or charter school to complete coursework and internship requirements.

INTERNATIONAL STUDENT ADMISSION
International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program. If you attended a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org). A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Non-Degree Graduate Status
A student who wishes to take graduate courses for teaching license renewal or other personal reasons,

but not for a degree, will be classified as having non-degree graduate status. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into a graduate program. Unless enrolled in a specific program, a non-degree graduate student may not take more than nine credit hours. After completion of nine credit hours, the student must apply as a degree candidate or receive special permission in order to continue.

Non-Degree Transient Status
A student who wishes to take a graduate course to transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete a graduate application, submit a copy of a transcript and a letter of good standing from their home institution, and receive special permission from the Cato School of Education.

Master of Arts in Teaching (MAT) K-6

The MAT program is designed to offer North Carolina licensure in Elementary Education to those who have undergraduate degrees in majors other than Education. Queens University of Charlotte has a long-standing commitment to provide educators with the skills necessary to deal with the complexities of today's 21st century classroom setting. Faculty provide opportunities for candidates to develop insights into the understanding of the theoretical and philosophical basis for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum issues and trends. Faculty ensure candidates develop the ability to use and synthesize data to provide a developmentally appropriate learning environment for elementary students. The faculty ensures every candidate has ample opportunities to implement newly learned strategies in the classroom and then are provided with immediate, constructive feedback. This practice scaffolds candidates' learning while helping them to develop knowledge and understanding of theories and principles of human growth, development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children.

Candidates earning their MAT at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing and shaping the lives of all children.

GOALS
The MAT program will:

- Provide opportunities for the teacher to develop insights into the understanding of the theoretical and philosophical basis for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum issues and trends
- Develop the teacher's understanding of the nature of the learner, the learning process and the evaluation of learning
- Assist the teacher in gaining insights and skills in the use of techniques of research and in designing and carrying out research projects
- Provide the teacher with a concentrated study of the instructional areas of elementary curriculum
- Develop the teacher's ability to synthesize information and resources to provide a developmentally appropriate living/learning environment for elementary children
- Promote increased understanding of technology and its implementation into curriculum

OBJECTIVES
The MAT program will:

- Develop knowledge and understanding of theories and principles of human growth and development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children
- Develop an understanding of the basic principles of curriculum planning and implementation of a developmentally appropriate, comprehensive integrated classroom program
- Develop knowledge of learning strategies and models consistent with the developmental needs of elementary school children and reflective of proven educational practice and research
- Develop knowledge of effective instructional practices and assessment strategies which apply language and literacy research and theory to the planning of an integrated literature and communication process throughout the curriculum
- Develop knowledge and understanding of mathematical concepts and processes and their implications for developing learning environments which focus on the importance of learning through concrete and manipulative experiences and on fostering positive attitudes towards mathematics
- Develop knowledge of science concepts,

principles, and experiences that will enable teachers to provide integrated, discovery-centered, teacher-facilitated classroom science programs which are developmentally appropriate for elementary school children

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING

Professional Course Work

The MAT is a two phase program consisting of 42 hours of graduate professional education course work in Phase I and 9 hours of graduate professional education course work in Phase II. All students must earn a grade of C or better in all courses. A 12 credit hour student teaching internship is required. This experience is the capstone of Phase I. Enrollment in EDUC 599 Professional Internship takes place only after the completion of all Phase I course work.

Program of Study

The MAT program is designed to offer North Carolina licensure in Elementary Education K-6 to those who have undergraduate degrees in majors other than education. The program is structured in two phases. At the end of Phase I, candidates apply for initial Standard Professional I A level licensure. Courses in Phase II cannot be taken prior to finishing Phase I or prior to obtaining the A initial level license. At the end of Phase II, candidates earn the MAT and upgrade to an advanced master level license. (Standard Professional II).

Suggested Course Sequence

Candidates may begin the MAT program in any term- fall, spring or summer. A sequence of courses can be developed for individual candidates by the Education Advisor.

EDU 518 Foundations and Curriculum in Elementary Education should be taken as early in the program as possible.

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program

Candidates must apply and be admitted to the Cato School of Education for admission to the Teacher Education Program prior to completing four courses in the MAT Program.

Requirements for TEP admission:

- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Disposition Self Assessment Form
- cumulative grade point average of 2.75
- acceptable scores on the ACT, or Praxis I: Core Academic Skills for Educators Test
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

Foliotek Requirement

Candidates admitted to the MAT Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Candidate assignments and evidences will only be accepted in Foliotek.

Retention in the Program

Retention in the program is based on the expectation that candidates demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Candidates may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

Application for Student Teaching

Candidates must apply for student teaching in the term preceding their planned student teaching semester (EDU599). All course work required for the MAT Program must be completed before the student teaching semester.

Requirements for Student Teaching:

- Student Teaching Application and essays
- cumulative grade point average of 2.75
- grades of C or better in all education courses
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

State Mandated Tests
To be licensed in Elementary Education in North Carolina, candidates must pass the NC Foundations of Reading and General Curriculum Tests (Mathematics and Multi Subject subtests). Information and registration bulletins are available at www.nc.nesinc.com.

Technology Portfolio
To be licensed in North Carolina, candidates must demonstrate technology competencies through portfolios. Information about the portfolio is distributed in EDU 514 Educational Technology. This is required for initial licensure only. The portfolio is completed and submitted during student teaching. Candidates must earn a passing score in order to be recommended for a teaching license.

DEGREE REQUIREMENTS MAT PHASE I
The course of study for Phase I provides candidates with teaching competencies identified by The North Carolina Department of Public Instruction (NCDPI).
EDU 504 Classroom Management & Conflict Resolution
EDU 510 Educational Psychology
EDU 513 Mathematics Methods in Elem Ed
EDU 514 Educational Technology
EDU 518 Foundations & Curriculum in Elem Ed
EDU 524 Diagnosis & Correction of Reading Difficulties
EDU 527 Teaching Reading & Other Language Arts
EDU 533 Science Methods in Elem Ed
EDU 540 Social Studies Methods & Materials in Elementary Schools
EDU 548 Content and Vocabulary Development in Elem Ed
EDU 599 Professional Internship Elementary

Field Experiences
In conjunction with course requirements, the program requires field experiences in a variety of grade levels in diverse K-6 settings in public schools. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group and whole class settings

MAT PHASE II
Phase II courses may not be taken before the completion of Phase I. Only candidates who have been recommended for licensure by Queens and who have received A level licensure may enroll in Phase II. The course of study for Phase II is designed to extend NCDPI competencies and match the core competencies required for advanced licensure.

EDU 503 Educational Research and Evaluation
EDU 525 Diversity in Schools
*EDU 551 Teacher as Researcher
*EDU 552 Seminar and Reflective Practice

*NOTE: EDU 551 and EDU 552 are co-requisites. Candidates enroll in EDU 551 and EDU 552 in the fall semester; however, these classes continue through the spring semester and final grades are awarded at completion of these courses in May. Once the degree is conferred, candidates apply for advanced M level licensure.

Additional Phase II Requirements:
The Action Research Project is the culminating activity for Phase II. Candidates conduct original research as part of EDU 551 Teacher as Researcher and report it as a publishable paper and present it at an Action Research Symposium.

Master of Arts in Teaching (MAT) Secondary Education

This program is designed to offer graduates from regionally credited institutions of higher learning obtain a Master Level North Carolina Teaching License and earn a Master of Arts and Teaching. Candidates for this degree already hold a degree in their teaching area. This program will focus on how to teach the content in which candidates received their undergraduate degree (with 24 credit hours in the content area). The program will impart students the pedagogical strategies to teach high school students (and K-12 students where the license warrants - French and Spanish).

Queens University of Charlotte has a long standing commitment to provide educators with the skills necessary to be successful teachers in the complex classrooms of the 21st century. Faculty provide opportunities for candidates to develop insights into the theoretical and philosophical basis for educational practices in high school curriculum, the interrelationship of subjects and critical issues, and emerging national and local trends. The Cato Faculty

facilitate candidate development, knowledge, and understanding in the use of data to assist in developing appropriate curriculum to teach diverse student populations found in schools. The Cato Faculty assists every candidate by providing them ample opportunities to create materials and implement strategies in classrooms and provide constructive criticism to support growth. This practice scaffolds candidate learning while helping them to develop knowledge and understanding of the theories and principles of human growth, development, and learning, and the implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of secondary students.

Candidates earning their Master of Arts in Teaching in Secondary Education at Queens University of Charlotte commit themselves to a productive career and a noble life in teaching. They recognize the vital role of educators in guiding, nurturing, and shaping the lives of their students.

GOALS

The Master of Arts in Teaching in Secondary Education program will:

- Provide opportunities for the candidate to develop insights into the understanding of the theoretical and philosophical basis for educational practices in the secondary school, the secondary curriculum, the interrelationships of subjects and major curriculum movements and trends.
- Develop the candidate's understanding of the nature of the learner, the learning process and the evaluation of learning.
- Assist the candidate in gaining insights and skills in the use of techniques of research and in designing and carrying out research projects.
- Provide the candidate with a concentrated study of the instructional areas of the secondary curriculum.
- Develop the candidate's ability to synthesize information and resources to provide a developmentally appropriate learning environment for secondary students.
- Promote increased understanding of 21st century technology skills and the ability to integrate technology into the curriculum.

OBJECTIVES

The Master of Arts in Teaching in Secondary Education program will:

- Develop knowledge and understanding of theories and principles of human growth, development, and learning and the implications for providing learning environments appropriate to the physical, cognitive, social, and emotional needs of secondary students.
- Develop an understanding of the basic principles of curriculum and planning and implementation of developmentally appropriate and comprehensive instruction to secondary students.
- Develop knowledge of learning strategies and models consistent with the developmental needs of adolescents and reflective of sound educational practice and research.
- Develop knowledge of effective instructional practices and assessment strategies which apply to lessons that are centered on research-based practices.

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING SECONDARY

Candidates entering the Master of Arts in Teaching Secondary program must have completed a degree in the area of study in which they wish to receive their license. Twenty-four credit hours must be in the content area as a part of their program from an accredited institution. The Master of Arts in Teaching Secondary accepts students with degrees in the area of: Chemistry, Biology, Earth Science, History, Social Studies, Math, English, French, or Spanish. In order to be accepted to the program, candidates must submit passing scores in the ACT, SAT or PRAXIS I: Core Academic Skills for Educators Tests.

The Master of Arts in Teaching Secondary program is a cohort program that begins in the summer session and concludes in the spring with the student teaching semester. The program consists of 43 credit hours (46 for foreign language candidates). Candidates must take courses with their cohort and maintain a 2.75 GPA to remain in the program. The coursework will include targeted clinical experiences with specific assignments assigned to candidates to complete in those experiences. Finally, candidates will complete a 12 credit hour student teaching internship in the Charlotte-Mecklenburg School System (CMS) which is the capstone of the program.

PROGRAM OF STUDY

The Master of Arts in Teaching Secondary begins in the summer term and ends in the spring. Candidates must take the course work in a specific course sequence (see below). Candidates with degrees from accredited universities in the content area will engage in coursework that will lead to a Master Level Teaching License.

EDU 518 Foundations and Curriculum of

Education (3 credit hours)
EDU 510 Educational Psychology (3 credit hours)
EDU 525 Diversity in Schools (3 credit hours)
EDU 506 Research Methods I (4 credit hours)
EDU 529 Content Area Reading (4 credit hours)
EDU 528 Research Methods II (4 credit hours)
EDU 530 Data Driven Instruction (4 credit hours)
EDU 514 Educational Technology (3 credit hours)
EDU 508 Methods of Teaching in Secondary School (4 credit hours)
EDU 668 Internship in the Foreign Language Classroom (3 credit hours)
EDU 661 Student Teaching (10 credit hours)
EDU 662 Classroom Management Seminar (1 credit hour)
EDU 663 Professional Development Seminar (1 credit hour)

SUGGESTED COURSE SEQUENCE

Summer
EDU 518 Foundations and Curriculum of Education (3 credits)
EDU 510 Educational Psychology (3 credits)
EDU 525 Diversity in Schools (3 credits)
EDU 506 Research Methods I (4 Credits)
EDU 529 Content Area Reading (4 credits)
Fall
EDU 528 Research Methods II (4 credits)
EDU 530 Data Driven Instruction (4 credits)
EDU 514 Educational Technology (3 credits)
EDU 508 Methods of Teaching in Secondary School (4 credits)
EDU 668 Internship in the Foreign Language Classroom (3 credits)
Spring
EDU 661 Student Teaching (10 credits)
EDU 662 Classroom Management Seminar (1 credit)
EDU 663 Professional Development Seminar (1 credit)

TRANSITION POINTS IN THE TEACHER LICENSURE PROGRAM

APPLICATION TO THE TEACHER EDUCATION PROGRAM

Candidates must apply and be admitted to the Cato School of Education for admission to the Teacher Education Program prior to completing five education courses for the Master of Arts in Teaching Secondary Education Program.

REQUIREMENTS FOR TEP ADMISSION:

- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Disposition Self-Assessment Form
- cumulative grade point average of 2.75
- acceptable scores on the ACT, SAT or Praxis I: Core Academic Skills for Educators Test
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

RETENTION IN THE PROGRAM

Retention in the program is based on the expectation that candidates demonstrate the characteristics, dispositions and conduct as members of the teaching profession. Candidates may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the class room
- rapport with students, as well as parents, faculty, administration, and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

APPLICATION FOR STUDENT TEACHING

Candidates must apply for student teaching in the term preceding their planned student teaching semester. All course work required for the Master of Arts in Teaching in Secondary Education Program must be completed before the student teaching semester.

REQUIREMENTS FOR STUDENT TEACHING

- Student Teaching Application and Essays
- Cumulative grade point average of 2.75
- Grades of C or better in all education courses
- Positive Disposition Assessments from faculty
- Good standing with the University
- Approval of the Teacher Education Committee

STATE MANDATED TEST

To be licensed in North Carolina, candidates must pass the content area and pedagogy test of the PRAXIS II Examinations. Information and registration bulletins are available in the Cato School of Education for the exact test codes candidates need.

TECHNOLOGY PORTFOLIO

To be licensed in North Carolina, candidates must demonstrate technology competencies through

portfolios. Information about the portfolio is distributed in EDU 514 Educational Technology. This is required for initial licensure only. The portfolio is completed and submitted during student teaching. Candidates must earn a passing score in order to be recommended for a teaching license.

DEGREE REQUIREMENTS

EDU 518 Foundations and Curriculum of Education (3 credit hours)
EDU 510 Educational Psychology (3 credit hours)
EDU 525 Diversity in Schools (3 credit hours)
EDU 506 Research Methods I (4 credit hours)
EDU 529 Content Area Reading (4 credit hours)
EDU 528 Research Methods II (4 credit hours)
EDU 530 Data Driven Instruction (4 credit hours)
EDU 514 Educational Technology (3 credit hours)
EDU 508 Methods of Teaching in Secondary School (4 credit hours)
EDU 668 Internship in the Foreign Language Classroom (3 credit hours)
EDU 661 Student Teaching (10 credit hours)
EDU 662 Classroom Management Seminar (1 credit hour)
EDU 663 Professional Development Seminar (1 credit hour)
Technology Portfolio
Research Project

FIELD EXPERIENCES

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in CMS in diverse secondary settings. Field experiences related to methods courses will be arranged in conjunction with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group, and whole class settings

Master of Education (MED) in Literacy K-12

Teachers need more than exceptional teaching skills to provide students with an experience that will help them to be successful readers and writers. They need to possess the ability to use a variety of assessments and data to plan developmentally appropriate lessons for all students in all facets of a Balanced Literacy approach. In keeping with the University's long-standing commitment to provide educators with the skills needed to deal with the complexities of today's 21st century classroom setting, the MED in Literacy K-12 program teaches specific strategies through a hands-on, authentic literacy approach. The faculty ensures every candidate has ample opportunities to implement newly learned strategies in their own classroom and then are provided with immediate, constructive feedback. This practice scaffolds candidates' learning while helping them develop a Balanced Literacy approach and perspective of teaching in order to ensure a positive impact on student literacy knowledge.

Candidates earning the MED in Literacy at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of all children.

The Master of Education in Literacy prepares candidates to become leaders in literacy education. Satisfactory completion of the degree program requirements prepares candidates for an M level North Carolina License in Reading (K-12).

The program includes a culminating experience working in an intensive one-on-one setting after completing the majority of coursework for the degree. This clinical experience provides candidates with a unique opportunity to apply their newly acquired knowledge in a supervised setting, helping them strengthen their skills to become the most successful Reading Specialist, Literacy Facilitator, or Literacy Coach. Prior to engaging in the experience, candidates have demonstrated understanding of a Balanced Literacy approach, implementing individual assessments, diagnosing literacy needs, developing plans to meet the individual needs of students, and providing instruction to meet established literacy goals.

DEGREE REQUIREMENTS

EDU 601 Educational Research & Evaluation
EDU 608 Diversity in Schools
EDU 615 Word Study

EDU 630 Foundations of Reading
EDU 640 The Teaching of Writing
EDU 650 Assessment, Diagnosis & Instruction to Remediate Reading Difficulties
EDU 660 Practicum in Reading Diagnosis (Co-requisite: EDU 650)
EDU 670 Current Issues & Practices in Literacy
EDU 680 Action Research
EDU 690 Seminar in Collaborative Leadership & Professional Development

Additional Requirements

- Professional Portfolio
- Action Research Project
- Earn a grade of C or better on all courses

Foliotek Requirement

Candidates admitted to the MED Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Candidate assignments and evidences will only be accepted in Foliotek.

Master of Arts (M.A) in Educational Leadership K-12 Online Program

Principals and school administrators need more than just exceptional teaching skills to steer their schools to success amid today's challenges in education. They need the leadership ability to inspire improvement and the analytical and business skills to see it through. In keeping with the University's longstanding commitment to nurturing educators' professional and personal growth, the online Master of Arts in Educational Leadership prepares students to become effective K-12 principals and administrators through courses offered in a flexible online format.

The online M.A. in Educational Leadership teaches educators to identify and use their natural leadership style, how to analyze data to create a road map for improvement, and administrative responsibilities including human resource management, education law, building diversity and more. Satisfactory completion of the degree program requirements prepares candidates for K- 12 Principal Licensure in North Carolina. The program includes 6 hours of internship where the interns will work with their principals to gain valuable experience in transitioning from the role of classroom teacher to that of administrator.

DEGREE REQUIREMENTS

EDU 610 Building Community
EDU 612 Leading Diversity
EDU 631 Supervision to Improve Instruction
EDU 642 Leading in a Global Society
EDU 646 Professional Learning Communities
EDU 652 Leading in Human Resources & Finance
EDU 667 Education Law and Ethics
EDU 671 Curriculum Development & Implementation
EDU 676 Improving Instruction Using Data
EDU 695 School Executive Internship I
EDU 696 School Executive Internship II
Program Total: 33 Semester Hours

School Executive Internship

Interns will meet with their mentors (principals or assistant principals) within the first two weeks of EDU 695: School Executive Internship I to design the internship, which will be school-specific and designed around the North Carolina Standards for School Executives. A minimum of 100 hours per semester should be logged. Interns will also submit a paper about the internship experience.

Additional Requirements:

- The Capstone Requirement for this program is an Action Plan for Continuous School Improvement. Interns will gather data in their own schools throughout the program, identify goals for school improvement, and write a plan to implement strategies to reach those goals.
- Earn a grade of C or better in all courses.

Foliotek Requirement

Candidates admitted to the MEL Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Candidate assignments and evidences will only be accepted in Foliotek.

Non-Degree Program: The Post-Baccalaureate Teacher Licensure

The Cato School of Education offers programs for post-baccalaureate, non-degree candidates seeking initial North Carolina A level licensure. Queens University of Charlotte is approved by the state of NC to offer licensure in the following areas:

- Elementary Education (K-6)
- Secondary Education (9-12) in the areas of Biology, Chemistry, English, History, Mathematics and Social Studies.

- Spanish (K-12)
- French (K-12)

Admission Requirements
To be considered for admission to the Post-Baccalaureate Licensure Program, an applicant must:

1. Hold a baccalaureate degree from a regionally accredited institution with a major in the subject area for which secondary licensure is sought, or for elementary licensure, hold a baccalaureate degree from a regionally accredited institution.
2. Submit a completed graduate application form, including the non-refundable $40 application fee
3. Submit official transcript(s) of all post-secondary academic course work in sealed envelopes. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate Education Admissions Office.
4. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work
5. Submit two letters of professional reference
6. Submit satisfactory scores on the ACT, SAT or Praxis I: Core Academic Skills for Educators Test
7. Select applicants will be asked to provide official, passing scores on the NC Foundations of Reading and General Curriculum Tests

Foliotek Requirement
Candidates admitted to the Post-Baccalaureate Teacher Licensure Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Candidate assignments and evidences will only be accepted in Foliotek.

International Student Admission International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program. If you attended a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org). A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program. International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program Candidates must apply and be admitted to the Cato School of Education for admission to the Teacher Education Program prior to completing four education courses for the Elementary Education Program or two education courses for the Secondary Education Program.

Requirements for TEP admission:
- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Disposition Self Assessment Form
- cumulative grade point average of 2.75
- acceptable scores on the ACT, the SAT, or Praxis I: Core Academic Skills for Educators Test
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

Retention in the Program
Retention in the program is based on the expectation that candidates demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Candidates may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:
- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

Application for Student Teaching
Candidates must apply for student teaching in the term preceding their planned student teaching semester. All course work must be completed before the student teaching semester.

Requirements for Student Teaching:
- Student Teaching Application and essays
- cumulative grade point average of 2.75
- grades of C or better in all education courses
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

STATE-MANDATED TEST
To be licensed in Elementary Education in North Carolina, candidates must pass the NC Foundations of Reading and General Curriculum Tests (Mathematics and Multi Subject subtests). Information and registration bulletins are available at www.nc.nesinc.com. Secondary and Foreign Language students must take the Praxis II test in their respective content area. Information about the Praxis II can be found at www.ets.org/praxis/nc.

Technology Portfolio
To be licensed in North Carolina, candidates must demonstrate technology competencies through portfolios. Information about the portfolio is distributed in EDU 245 Digital Literacies. This is required for initial licensure only. The portfolio is completed and submitted during student teaching. Candidates must earn a passing score in order to be recommended for a teaching license.

POLICIES
The sections ***Graduate Academic Policies*** and ***Student Rights and Responsibilities*** apply to degree and non-degree graduate students in the Cato School of Education.

Post-Baccalaureate candidates in the Cato School are also subject to the following additional policies:

- The post-baccalaureate classification carries with it no implication that a candidate will be admitted to a degree program.
- Once a candidate elects to enroll in the post-baccalaureate elementary teacher licensure program, he/she may not transfer into the graduate MAT program.
- Post-baccalaureate candidates must successfully complete all EDU course work at Queens and transfer credit will not be accepted.
- Candidates who successfully complete all licensure requirements, including student teaching, are recommended for licensure by Queens University of Charlotte.
- Post-baccalaureate candidates must submit satisfactory scores on the NC Foundations of Reading and General Curriculum Tests (Mathematics and Multi Subject subtests) to be recommended for licensure in Elementary Education.
- Secondary and Foreign Language candidates must take the Praxis II test in their respective content area. Information about the Praxis II can be found at www.ets.org/praxis/nc.
- Post-baccalaureate candidates must submit and eam a passing score on the Technology Portfolio.
- Each candidate for teacher licensure must meet with an advisor to plan an individual schedule of courses. Candidates should thereafter meet with their advisor on a regular basis.
- Candidates may register for any course for which the prerequisites have been satisfied.

PROGRAMS OF STUDY

Course Requirements for Elementary Education (K-6)
EDU 215 Foundations of Elementary Education
EDU 225 Understanding the Needs of Diverse Learners
EDU 235 Exceptional Learners
EDU 245 Digital Literacies
EDU 304 Classroom Management and Conflict Resolution
EDU 315 Data Driven Instruction and Assessment
EDU 325 Integrating Cultural Arts in the Classroom
EDU 345 Introduction to Balanced Literacy: Diagnostics and Overview
EDU 355 Schooling in the Context of Poverty and English Language Learners
EDU 365 Introduction to Research
EDU 415 Balanced Literacy for K-2 Learners
EDU 425 Elementary Math Methods
EDU 435 Balanced Literacy for 3-6 Learners
EDU 445 Elementary Science Methods

EDU 455 Elementary Social Studies Methods
EDU 465 Critical Issues in Education: Classroom Management, Law, Leadership
EDU 475 Integrating the Elementary Curriculum
EDU 485 Application and Practice: Elementary STEM
EDU 495 Professional Internship in Elementary Schools

Requirements for Secondary Licensure (9-12) or Foreign Language (K-12)
Candidates must hold a baccalaureate degree from a regionally accredited institution with a major in the subject area for which secondary licensure is sought. Additional content area courses may be needed for licensure. Interested students should see their advisor to determine if additional course work will be required.

Course Requirements for Secondary (9-12) or Foreign Language (K-12)
EDU 225 Understanding the Needs of Diverse Learners
EDU 245 Digital Literacies
EDU 257 Foundations of Secondary Education
EDU 467 Critical Issues in Secondary Education
EDU 477 Literacy Integrated in Content Areas
EDU 488 Foreign Language Methods
EDU 491 Seminar: Teaching 21st Century Learners
EDU 489 Exploration of the Foreign Language (at the opposite grade of student teaching placement)
EDU 497 Professional Internship Secondary or
EDU 496 Professional Internship Foreign Language

Academically and Intellectually Gifted (AIG) Add-On Licensure Program

In order to be successful, teachers of AIG students must have a deep understanding of their social, emotional and cognitive needs as well as the skills necessary to effectively deliver a curriculum that meets their complex and diverse needs. Teachers must be aware of seminal legislation and policies guiding AIG instruction as well as keep abreast of current trends and issues. Queens University of Charlotte has developed an add-on licensure program that aligns with state standards for AIG Teacher Candidates and the North Carolina Professional Teaching Standards.

Course Requirements
EDU 470 Introduction to Gifted Education
EDU 471 Social & Emotional Needs of Gifted Students
EDU 472 Developing Curriculum & Differentiated Instruction for the Gifted
EDU 473 Methods & Models of Gifted Education

Admission Requirements
- Completed Online Application
- Copy of Valid NC Teaching License (non-provisional, not expired)

Foliotek Requirement
Candidates admitted to the AIG Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Candidate assignments and evidences will only be accepted in Foliotek

Technology Facilitator and Digital Literacy Add-On Licensure

It is imperative that pre-service and in-service teachers have a mastery of the 21st century skills and practices to engage students in meaningful learning opportunities in our technologically savvy world. The rapid evolution of technology has necessitated that educators keep current with the technology tools, but also the ways that these tools are changing the way that our students are learning which then influences instruction. Additional coursework provided in this add-on license will offer an in-depth study on the ways that technology can be utilized to better meet the needs of students in the 21st century. Queens University of Charlotte has developed an add-on licensure program that not only aligns with State Standards for Technology Facilitator Candidates, but with the North Carolina Professional Teaching Standards as well. In addition, ISTE standards are incorporated into the whole program.

Technology Facilitator Add-On Licensure is available to those candidates who are currently licensed by the North Carolina Department of Public Instruction, or be eligible for a North Carolina license if applying from out-of-state.

Course Requirements:
EDU 581 Digital Literacy for K-12 Classrooms
EDU 582 Digital Citizenship
EDU 583 Integrating Technology into the Language Arts, Math, Social Studies, & Science Curricula
EDU 584 Promoting 21st Century Literacies
EDU 585 Technology Facilitation and Evaluation in the Schools
EDU 586 Clinical Internship

Admission Requirements
- Completed Online Application
- Copy of Valid NC Teaching License (non-

And
provisional, not expired)

Foliotek Requirement
Candidates admitted to the Technology Add-On Licensure Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Candidate assignments and evidences will only be accepted in Foliotek

School Executive Leadership Academy (SELA)

SELA is a partnership between the Cato School of Education, the McColl School of Business, Charlotte-Mecklenburg Schools (CMS) and other surrounding districts, designed to accelerate the flow of qualified leaders for our schools. It is unique in several ways. It combines the expertise of the School of Business in developing leaders with the expertise in education provided by the School of Education and personnel from the school districts. Successful participants can receive the North Carolina school executive license in 14 months and can earn 18 graduate credit hours in the Master of Arts in Educational Leadership Program, 15 hours in the Master of Arts in Organizational Development Program or 9 hours in the Master of Business Administration Program.

Foliotek Requirement
Candidates admitted to the SELA Program must register and pay for Foliotek, our assessment and portfolio management program. Candidate assignments and evidences will only be accepted in Foliotek.

ANDREW BLAIR COLLEGE OF HEALTH

Master of Health Administration (MHA)

Program to begin in the fall 2017 term.

The Master of Health Administration (MHA) is a masters level online degree in the healthcare field that incorporates theoretic knowledge and technical skills applied to operational and business issues related to the delivery of healthcare. The framework for the program is based on the core competencies of the American College of Healthcare Executives (ACHE): communication, leadership, professionalism, healthcare knowledge, and business skills. The MHA will prepare graduates for leadership and administrative roles in hospitals, healthcare facilities, consulting, policy, and other health-related professions. The program curriculum is built on the strong foundation of leadership, financial acumen, operational analysis, quality assurance, and strategy design and implementation.

Admissions Requirements:

Admission to the Master of Health Administration requires academic and literacy proficiency, as well as employer support. Admission criteria is subject to revision. Please check the program website for current admission criteria.

- Cumulative GPA of 3.0 or higher in undergraduate and graduate coursework. Additional points will be awarded for graduate courses completed with a grade of B or higher.
- Students with English as a second language must take the TOEFL (PBT) with a score of 550 or better, or the iBT Computer-based TOEFL with a score of 80 or better, or the IELTS with a score of 6.5 or better. All tests must be taken within 2 years of application.
- Additionally, if students are working full-time, a letter of support from their supervisor is required.

Degree Requirements

MHA 500 Health Services Organizations and Delivery (3)

And

MHA 530 Organizational Behavior in Healthcare Organizations (3)
MHA 600 Financial Management in Healthcare Organizations I (3)
MHA 610 Financial Management in Healthcare Organizations II (3)
MHA 620 Management and Human Resources of Healthcare Organizations (3)
MHA 625 Quality Improvement in Healthcare Organizations (3)
MHA 630 Managerial Epidemiology, Research, and Statistics (3)
MHA 635 Clinical Issues in Health Services Management (3)
MHA 640 Healthcare Economics and Policy (3)
MHA 645 Healthcare Law and Ethics (3)
MHA 650 Healthcare Information Systems (3)
MHA 680 Strategic Planning and Marketing for Healthcare Organizations (3)

The Presbyterian School of Nursing Graduate Programs

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program is designed to prepare nurses as interdisciplinary, collaborative nursing leaders. Students acquire advanced knowledge of nursing theory, research, informatics, and health policy in addition to specialized knowledge in a selected track. Integral to the program are interprofessional educational experiences.

Nurse Administrator students have opportunities to synthesize nursing and business knowledge in diverse settings and through application of the research process. Graduates will be prepared to function as members of interprofessional teams.

Nurse Educator students learn curriculum development, teaching strategies, methods for student and program evaluation, and leadership roles. Graduates are prepared to teach in academic or clinical settings.

Clinical Nurse Leader® students learn to care for patients with complex conditions and work with teams to improve quality outcomes and efficiency of care for patient groups. Graduates are eligible to take the national certification exam for Clinical Nurse Leader®.

Starting January 2017, the nurse administrator and educator specialty courses will be integrated. In the **Nurse Educator** and **Nurse Administrator** MSN tracks, students develop foundational knowledge in program and curriculum development, teaching, and evaluation for academic and clinical settings. In addition, the students gain a strong understanding of the preparation of future nurses for healthcare systems. Students will also develop foundational knowledge of system level issues, including strategic planning, budgeting, and personnel management. Students will understand regulatory, legal, and ethical issues and learn to function as leaders in their organizations. In the final semester, students choose a capstone and practicum experience in either the Nurse Educator or Nurse Administrator specialty.

ADMISSION

Applications are accepted on a continuous, year-round basis. It is the applicant's responsibility to submit all application documents to allow sufficient time for review prior to the intended term of admission.

The following are required to be considered for admission to the MSN program*:

1. Completed Graduate Application

And

2. Official transcripts of all post-secondary academic course work, indicating evidence of

a. BSN degree earned at a regionally accredited institution and nursing program accredited by CNEA, ACEN or CCNE. RNs with other bachelor's degrees will be considered on an individual basis.
b. Evidence of a cumulative GPA and upper division nursing coursework GPA of at least 3.0 on a 4.0 scale. Upper division course work is defined as the junior and senior year of a traditional BSN program, all nursing course work in an accelerated BSN program, or nursing courses taken to complete the BSN portion of a RN-BSN program.

3. Evidence of a current unrestricted license to practice as a registered nurse in the state in which the student will complete any practice requirements of the program.

Eligible students may be admitted on a full or probationary status into the MSN program.

Degree Requirements

The Master of Science in Nursing with a concentration in either Nurse Educator or Nurse Administrator consists of 37 credit hours at the graduate level, including 19 credit hours in nursing core courses, and 18 credit hours in specialty courses. The Master of Science in Nursing with the Clinical Nurse Leader® concentration consists of 38 credit hours, 19 credit hours in the nursing core courses and 19 credit hours in specialty courses.

MSN Core Courses (required before specialty courses for all tracks):

NUR 612 Theoretical Foundations (3 Hrs.)
NUR 624 Health Policy (3 Hrs.)
NUR 628 Informatics in Health Care (3 Hrs.)
NUR 630 Data Interpretations (3 Hrs.)
NUR 632 Research Methods (3 Hrs.)
NUR 655 Integrative Clinical Concepts (3 Hrs)
NUR 656 Integrative Clinical Concepts Practicum* (1 Hr) – *75 Clinical Hours*

**Starting January 2017 all MSN students will enroll in NUR 657 Integrative Clinical Concepts and Practicum (4 Hrs with 75 Clinical Hours) instead of NUR 655 and NUR 656.*

Nurse Administrator Track Specialty Courses

PMB 605 Law and Ethics (3 Hrs.)
PMB 615 Economics for Managers (3 Hrs.)
NUR 546 Financial Management in Healthcare Organizations (3 Hrs.)
NUR 616 Health Care Administration (3 Hrs.)
NUR 634 Health Care Practicum (4 Hrs.)
150 clinical hours
NUR 670 Nursing Capstone Project (2 Hrs.)
NUR 671 Nursing Capstone Continuation
(1-2 Hrs, if needed)

Nurse Educator Track Specialty Courses

NUR 620 Curriculum Building & Evaluation (3 Hrs.)
NUR 633 Teaching & Learning in Nursing Education (3 Hrs.)
NUR 636 Assessment & Evaluation in Nursing Education (3 Hrs.)
NUR 638 Leadership in Nursing Education (3 Hrs.)
NUR 644 Nurse Educator Practicum (4 Hrs.)
150 practicum hours
NUR 670 Nursing Capstone Project (2 Hrs.)
NUR 671 Nursing Capstone Continuation
(1-2 Hrs. if needed)

*Students who enter the MSN program in January 2017 in the Nurse Administrator and Nurse Educator tracks will take the following Specialty Courses:

NUR 661 Leadership Principles and Practices
NUR 662 Financial Management for Nurse Leaders
NUR 663 Principles of Curriculum and Evaluation
NUR 664 Educational Principles & Practices
NUR 670 Nursing Capstone Course
NUR 667 Nurse Administrator Residency
Or NUR 668 Nurse Educator Residency
NUR 670 Nursing Capstone Project (2 Hrs.)
NUR 671 Nursing Capstone Continuation
(1-2 Hrs. if needed)

Clinical Nurse Leader® Track Specialty Courses

NUR 651 Professionalism and Ethics (3 Hrs.)
NUR 652 Management of Clinical Outcomes (4 Hrs.) – *75 clinical hours*
NUR 653 Management of the Care Environment (4 Hrs.) – *75 clinical hours*
NUR 654 Clinical Nurse Leader Residency (6 Hrs.) – *300 clinical hours*
NUR 670 Nursing Capstone Project (2 Hrs.)
NUR 671 Nursing Capstone Continuation
(1-2 Hrs. if needed)

Students should refer to the **PSON Student Handbook for information about clinical sites and agreements.*

ACADEMIC POLICIES

The section ***Graduate Academic Policies*** applies to all degree and non-degree graduate students in the Presbyterian School of Nursing.

*See also important additional policies in **Student Rights and Responsibilities***

And
Nursing Specific Policies and Procedures
Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for MSN students.

Full-Time Status for the NC Nurse Scholars Program
For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.

Non-Degree Programs:

Graduate Certificate Programs

ADMISSION

- Evidence of an MSN or MN degree.
- Evidence of current unrestricted license to practice as a registered nurse in the state in which the student will complete any practice requirements of the program.

Post-master's certificate students are not eligible for financial aid, Title IV federal, state, or institutional funding; however, students may still be eligible for private funding such as employer scholarships or private loans.

Clinical Requirements

- Queens must have a facility agreement in place in order for students to enter clinical and complete required hours for all courses with a clinical component. (*clinical courses)

Nurse Educator:
NUR 655 Integrative Clinical Concepts (3 hrs)
*NUR 656 Integrative Clinical Concepts Practicum (1 hr) *75 clinical hours*
NUR 620 Curriculum Building and Evaluation (3 hrs)
NUR 633 Teaching & Learning in Nursing Education (3 hrs)
NUR 636 Assessment and Evaluation in Nursing Education (3 hrs)
NUR 638 Leadership in Nursing Education (3 hrs)
Total: 16 hours

Nurse Administrator:
NUR 655 Integrative Clinical Concepts (3 hrs)
*NUR 656 Integrative Clinical Concepts Practicum (1 hr): *75 clinical hours*
NUR 546: Financial Management in Healthcare Organizations (3 hrs)
NUR 616 Healthcare Administration (3 hrs)
PMB 605 Law and Ethics (3 hrs)
PMB 615 Economics for Managers (3 hrs)
Total: 16 hours

The following courses are required for Nurse Educator and Nurse Administrator students admitted to the post-masters certificates beginning in January 2017.

Nurse Administrator
NUR 661 Leadership Principles and Practices (3 hrs)
NUR 662 Financial Management for Nurse Leaders (3 hrs)
*NUR 667 Nurse Administrator Residency (4 hrs) *150 clinical hours*
Total: 10 hours

Nurse Educator
NUR 663 Principles of Curriculum and Evaluation (3 hrs)
NUR 664 Educational Principles and Practices (3 hrs)
*NUR 668 Nurse Educator Residency (4 hrs) *150 clinical hours*
Total: 10 hours

Students who complete the integrated Nurse Administrator or Nurse Educator track and seek the alternate certificate are only required to take the additional residency course.

Clinical Nurse Leader :
NUR 651 Professionalism and Ethics (3 hrs)
*NUR 652 Management of Clinical Outcomes (4 hrs) *75 clinical hours*
NUR 653 Management of the Care Environment (4 hrs) *75 clinical hours*
*NUR 654 Clinical Nurse Leader Residency (6 hrs) *300 clinical hours*
NUR 655 Integrative Clinical Concepts (3 hrs)
*NUR 656 Integrative Clinical Concepts Practicum (1 hr) *75 clinical hours*
NUR 670 Nursing Capstone Project (2 hrs)

**Starting January 2017 all post-masters CNL certificate students will enroll in NUR 657 Integrative Clinical Concepts and Practicum (4 Hrs with 75 Clinical Hours) instead of NUR 655 and NUR 656.*

Total: 23 hours

Graduate Academic Policies

See important policies under ***Student Rights and Responsibilities***

The following policies generally apply to all graduate students. However, students may have additional or modified policies as noted in their academic program's section of the Catalog. Program policies may take precedence.

The Honor Code

The Honor Code is binding on all members of the University community and applies to all phases of life at the University. The student's signature on the application for admission to the University indicates understanding and acceptance of the Honor Code: *As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*

Academic Pledge: *I pledge truthfulness and honesty in the performance of all academic work.*

Community Pledge: *I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.*

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty.

Academic Responsibility

While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

Academic Advising

An academic advisor is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Catalog of Entry

A student must fulfill the degree requirements set forth in the current Catalog during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled at Queens may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The University reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If a student is readmitted he/she re-enters under the Catalog in effect at the time of readmission.

Full-Time Part-Time Status

A graduate student enrolled in at least six credit hours is considered a full-time student. A graduate student enrolled in fewer than six credit hours is considered a part-time student.

Admissions Eligibility

Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period are required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

Time Limits for Degree Completion

The degree must be completed within the time period specified for the specific program. Any exceptions to the time limit must be granted by the program's Graduate Student Qualifications Committee.

In the College of Arts and Sciences
For the *Master of Arts in Interior Architecture and Design*, all course work must be completed within five years of matriculation. For the *Masters of Fine Arts* all course work must be completed within seven years.

In the McColl School of Business
For the *Master of Business Administration (Professional MBA and online MBA)* and *Master of Science (MS) in Organization Development,* all course work must be completed within seven years of matriculation. For the *Executive Master of Business Administration (MBA)* all course work must be completed within six years.

In the School of Communication
For the *Master of Arts (MA) in Communication (seated and online)*, all course work must be completed within seven years of matriculation.

In the Cato School of Education
For the *Master of Arts in Teaching (MAT), Master of Education (MEd) in Literacy, and the Master of Arts (MA) in Education Leadership (online),* all course work must be completed within seven years of matriculation.

In the Presbyterian School of Nursing
For the *Master of Science in Nursing (seated and online)* all course work must be completed within six years of matriculation.

Variations in Degree Requirements
Any change in degree requirements must be approved by the program's Graduate Student Qualifications Committee.

TRANSFERRED COURSES

At Admission
No more than six credit hours of graduate work may be transferred from another regionally accredited institution. Only graduate courses with a grade of B or better will be considered for transfer credit. Courses considered for transfer credit must have been completed within the three years immediately preceding admission into the graduate program. Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated in terms of content, level and equivalency to a course in the graduate program.

After Admission
After students have been admitted to a graduate program, they must receive prior approval from the graduate program coordinator to take a course at another institution with the intent of transferring those credit hours back towards their Queens degree. Normally, graduate students may take courses at another regionally accredited institution for transfer if the courses are equivalent to, or supplemental to, those offered in Queens' graduate programs. Courses are accepted for transfer only with prior approval and with a grade of B or better.

No more than six hours of graduate credit are accepted in transfer work. An official transcript of work done at another institution must be received by the Registrar for any course taken at another institution within three months of course completion. Any grade received from another institution will not be included in the Queens grade point average.

REGISTRATION

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

Repeated Course(s)

A course may be repeated only once. No more than two courses in the degree requirements may be repeated.

If a course is repeated at Queens, the grade and credit from the repeated course becomes the official grade and credit. The earlier course grade will appear on the student's transcript but it is not computed in the cumulative grade point average or in the credit hours earned towards academic standing or graduation.

If a course is repeated at another institution, prior approval must be obtained from the appropriate program coordinator. Upon receipt of the official transcript by the Registrar's Office, the credit but not the grade will transfer in towards the degree requirement. The original grade will be figured into the cumulative grade point average. See also Transferred Courses.

Tuition is charged for all repeated courses. Credit for the repeated course may or may not be applicable towards financial aid. Please contact the Student Financial Services Office for further information.

Drop and Add

The drop and add period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site.

When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University. After the drop/add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W."

Withdrawal from a Course

After the drop/add period has ended the student who does not wish to continue in a course must withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on theRegistrar's Web site. A status of "W" will be recorded if a student withdraws during the withdrawal period. *See **Withdrawal and Financial Obligations***

Abandoning a Class

A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance.

*See **Withdrawal and Financial Obligations***

Grade Point Average

The grade point average in the program is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of A, B, C and F. Courses with grades or status of P, W and I are not figured in the grade point average. In addition, a student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution.

Grades

Students obtain final course grades online through myAccount.

Grade Scale

Grades are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade point values per credit hour.

Grade	Quality Points	Interpretation
A	4.000	Excellent
B	3.000	Satisfactory
C	2.000	Poor
F	0.000	Failing
P	0.000	Passing

Course Status Interpretation *(Has no effect on Quality Points)*

I	Course Work Incomplete
W	Student Withdrawn
Z/NR	No record is made on the transcript
K	"K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress, and will be replaced by letter grade upon completion of the second-term of the course. It has no effect on grade points.

Pass / Fail

Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record

Some graduate classes are offered on a Pass / No Record basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below B is considered No Record and the Z designation is used on the student's grade report, but the course is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average. A graduate course may not be taken on a Pass / No Record basis unless this status is specified in the course description.

Incomplete

A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he or she cannot complete final assignments before the end of the term. After discussion with the student if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. The faculty member has the decision in the amount of time provided to the student to complete their work.

This status must be changed within one year of the end of the term in which the status was recorded. If no change has been made at the end of one year, the student will be assumed to have abandoned the class and the Registrar will change the status as appropriate.

Neither credit hours nor grade points are awarded for a course whose status is "I." A student with a status of "I" in a required course may not receive a degree.

Grade Appeals

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

STUDENT QUALIFICATIONS– *See also each academic program's unique policies*
The faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees. Each graduate program has a Student Qualifications Committee (SQC). At the end of each term, the committees review the academic record of each student who is in academic difficulty. A student may make an appeal of a decision by the school's SQC to the Graduate Council if the student believes that the process has not been followed in determining the decision.

Admission on Probation
Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal
A graduate student who earns an "F" in any course will be subject to dismissal from the University. A student will be placed on probation if he/she earns a grade of C in two graduate courses, or if the grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. Generally the student's cumulative record must be at least 3.000 and the student must not have more than two grades of C on their academic record. If the student cannot be removed from probation the student is subject to dismissal from the University. Extension of probation is by special permission and only due to extenuating circumstances.

Probation and Federal Financial Aid
A student admitted or placed on probation may only receive federal financial aid for one term. Refer to *Student Financial Services*

Satisfactory Academic Progress
All graduate students must show progress toward completion of degree requirements.

Readmission after Dismissal
A student dismissed from a graduate program may apply for readmission after an absence of at least one term (or 16 weeks (2 courses) in the case of the online programs). An application for readmission, a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens, and any other materials required by the program must be submitted to the graduate admissions office. The Student Qualifications Committee for that program will then review the application. A student readmitted to their program following academic dismissal is normally readmitted on academic probation.

WITHDRAWAL FROM THE UNIVERSITY
See also ***Withdrawal and Financial Obligations***

By the Student
A student who wishes to withdraw from the University should notify the academic advisor and must submit the form *Official Withdrawal from Queens University of Charlotte* to the Registrar. The form is available from the Registrar's Office. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding.. Upon withdrawal from the University the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled.

By the University
A graduate student does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return. In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Leave of Absence
A graduate student may request a leave of absence not to exceed 12 months. The student must notify the academic advisor and complete a Leave of Absence request form, which must be filed with the Registrar. A student who returns on the agreed-upon date re-enters the program with the same status held at the time

he/she left. A students who does not obtain a formal leave of absence, or who does not return in the agreed-upon time, shall be considered withdrawn from the University and will have to reapply to return.

Readmission after Withdrawal
A student who withdraws or is withdrawn from the University must apply for readmission to their program in order to return. If readmitted the student will then be bound to the Catalog in effect at the time of readmission.

GRADUATION

Graduation Requirements
Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.000 or better is required in all graduate coursework. No course with an assigned grade below C may apply toward degree requirements.

Application for Graduation
It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by the deadlines posted on the Registrar's web site. Students should apply on-line through the **Registrar's Office** web site.

Commencement Exercises
Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

Diplomas
Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term and have been cleared by the Student Financial Services Office can receive their diploma after the May commencement ceremony. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the May commencement ceremony

Course Descriptions

Organization
Courses are listed in order by course prefix (e.g. ENG) and then by course number. Within a prefix, undergraduate course descriptions are followed by graduate course descriptions.

Course Level
Courses numbered from 100-499 are undergraduate courses. **Courses numbered 500 and above are restricted to graduate students.** Courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are for juniors and seniors. In specific cases, however, an undergraduate's ability and background rather than class standing will determine the appropriate level of work.

Pre-requisites / Co-requisites
Any pre-requisite or co-requisite courses are included at the end of the course description.

Grade Status
Unless otherwise noted at the end of the description, each course has a regular grade status. Courses that have a special grade status of Pass/No Record or Pass/Fail are noted in the description.

Course Changes
The University reserves the right to change the course offerings indicated in the Catalog without prior notice. Every effort is made to provide a suitable arrangement to help the student affected by a course change.

ACCOUNTING

ACC 207 Financial Accounting
Financial Accounting: This course introduces financial accounting principles. Topics to be covered include recording of transactions, preparation of various journals, posting of ledgers and preparation of income statements and balance sheets. Prerequisite: None. (Offered fall and spring terms.) **3 hrs.**

ACC 208 Managerial Accounting
Managerial Accounting: This course is a study of the analysis and use of accounting data to manage enterprises. Topics include cost concepts, basic product costing methods, cost-volume-profit relationships, decision analysis, budgeting, responsibility reporting and performance measurement. Prerequisite: ACC 207. (Offered fall and spring terms.) **3 hrs.**

ACC 307 Intermediate Accounting I
Intermediate Accounting I: This course is a study of financial accounting theory and generally accepted accounting principles. Topics include special problems of presentation in regard to case, receivables, inventories, plant and equipment. Recent implementation of IFRS (International Financial Reporting Standards) will be addressed as those standards are put in to place with response to the topics listed above. Prerequisite: ACC 207. (Offered fall term.) **3 hrs.**

ACC 308 Intermediate Accounting II
Intermediate Accounting II: This course is a continuation of the study of financial accounting theory along with generally accepted accounting principles. Topics include special problems of presentation in regard to liabilities, leases, pensions, equity, income taxes, earning per share and changing prices. Recent implementation of IFRS (International Financial Reporting Standards) will be addressed as those standards are put in to place Prerequisite: ACC 307. (Offered spring term.) **3 hrs.**

ACC 310 Advanced Managerial Accounting
Advanced Managerial Accounting: This course is focused on advanced costing methods (standing costing and variance analysis, joint product costing, variable costing), activiity based costing and management, cost allocation, and managerial accounting issues related to multinational corporations and sustainability. Prerequisite: ACC 208. (Offered fall term). **3 hrs.**

ACC 315 Federal IncomeTaxation I
Federal Income Taxation I: This course provides a comprehensive study of the federal tax system with respect to individual tax reporting. Topics include income, deduction, credits and exclusions. Prerequisites: ACC 207 and ACC 208. (Offered fall term.) **3 hrs.**

ACC 316 Federal Income Taxation II
Federal Income Taxation II: This course focuses on business entities and the federal tax implications for those entities. Included are entitites such as corporation, partnerships, Limited Liability, companies. estates, and trusts. Prerequisite: ACC 307 and ACC 315. (Offered spring term.) **3 hrs.**

ACC 318 Financial Statement Analysis
Financial Statement Analysis: This is a study of the analysis of financial statements by creditors and investors. Factors that impact the presentation of financial statement information are covered, as are the behavioral responses that result from financial analysis. Topics include the study of cutting edge technology that captures and retrieves financial data, the role of the regulators in influencing presentation of data to the public, and the dangers of misrepresented financial information. Prerequisite: ACC 207. (Offered as needed.) **3 hrs.**

ACC 398 Topics: International Preparation
Topics: International Preperation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ACC 399. The total number of hours for ACC 398 and ACC 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

ACC 399 International Experience
International Experience: The international experience component of ACC 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ACC 398 and ACC 399 cannot exceed four total hours. Prerequisite: Completion of ACC 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

ACC 413 Auditing
Auditing: This course presents auditing standards as they relate to internal, external and public-sector auditing Topics to be covered include auditing theory and ethics, responsibilities and legal liability, audit evidence, audit method and the audit report. Prerequisites: ACC 207, ACC 208, and ACC 443. (Offered spring term.) **3 hrs.**

ACC 433 Accounting Policy
Accounting Policy: This course provides a comprehensive study of tax and financial reporting issues with respect to advanced topics such as corporations, consolidations, partnerships, limited liability companies, estates and trusts, non-profit, and governmental entities. Prerequisites: ACC 207, ACC 208, ACC 307 and ACC 308. (Offered every spring term.) **3 hrs.**

ACC 443 Accounting Information Systems
Accounting Information Systems: This introduction to accounting information systems and their roles in the accounting environment includes manual accounting, computerized accounting, and internet electronic commerce application. Emphasis is upon developing students' abilities to understand the processing of accounting data and the controls that are necessary to assure accuracy and reliability of the data processed by the accounting system. Prerequisites: ACC 208, ACC 307, and BUS 325. . (Offered fall term.) **3 hrs.**

ACC 453 Topics in Accounting
Topics in Accounting: This course is designed to investigate and evaluate current topics or specialized areas of accounting. Course topics are announced the term preceding the offering. Prerequisite: To be determined for each specific course offered. (Offered as needed.) **3 hrs.**

ACC 463 Independent Study in Accounting
Independent Study in Accounting: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study of project requires approval of the supervising professor and the undergraduate program chair. Prerequisite: Senior accounting major with a 3.000 grade point average in the major. (Offered as needed.) **1-3 hrs.**

ART-HISTORY

ARH 200 Art History I: The Birth of Art
Art History I: The Birth of Art: This course examines ancient artistic tradition in the Near East, Egypt, Greece and Rome. Special emphasis is placed on expressive contrast between the cultures of the Near East and West. Lab fee applies. Prerequisite: None. (Offered every odd fall term.) **4 hrs.**

ARH 201 Art History II: Faith vs Humanism
Art History II: Faith versus Humanism: This course studies the development of Medievel and Renaissance art globally from the 6th to the 16th centiuries, exploring stylistic and cultural changes as revealed in sculpture, painting, craft and architecture. Lab fee applies. Prerequisite: None. (Offered every even spring term.) **4 hrs.**

ARH 202 Art History III: Exploration to Revolution
Art History III: From Exploration to Revolution: This course explores the art of Europe and America in the global context of an age of religious, scientific, navigational and artistic exploration. Particular attention is given to historical moments of revolution and reform. Lab fee applies. Prerequisite: None. (Offered every even fall term.) **4 hrs.**

ARH 203 Art History IV: The Rise of Modernism
Art History IV: The Rise of Modernism: This course critically considers major trends in the visual arts from the late 18th century to the late 20th century, within the context of developments in science, philosophy, religion, and politics. The growth of art's critical function in society is scrutinized. Lab fee applies. Prerequisite: None. (Offered every odd spring term.) **4 hrs.**

ARH 300 The Age of Revolution
The Age of Revolution: This course discovers developments in the art of Europe and America during an age of political and artistic revolution. Artistic responses are analyzed in the light of Enlightenment theories and revolutionary politics, followed by socialist and Marxist theories. Paris is highlighted as an international center for the arts where modern art first emerged. This class fulfills the writing-intensive requirement for the Art Department. Lab fee applies. Prerequisite: None. (Offered every odd fall term.) **4 hrs.**

ARH 301 The Arts in the World
The Arts in the World: This course is a comparative examination of global issues in the arts, including the various ways that cultures create art, view the role of the arts, fund the arts, and celebrate the arts. This course fulfilles the writing-intensive requirement for the Art Department. Lab fee applies. Prerequisite: None. (Offered every even fall term.) **4 hrs.**

ARH 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earned a grade of C- or better (an average of 70) in order to participate in ARH 399. The total number of hours for ARH 398 and ARH 399 cannot exceed four total hours.Prerequisite: Junior standing and a 2.0 cumulative GPA. **1-4 hrs.**

ARH 399 International Experience
International Experience: The international experience component of ARH 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ARH 398 and ARH 399 cannot exceed four total hours. Prerequisite: Completion of ARH 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

ARH 400 Creative Literacy
Creative Literacy: This course integrates literacy development and the arts. Students will be exposed to ways that creativity can be defined by engaging contemporary artists in the visual arts, music, theatre, dance and creative writing. Focus is placed on theories of the creative process and the vital place of artistic literacy in education, as knowledge of the arts is a central component of cultural literacy. This class fulfills the writing-intensive requirement for the Arts Leadership and Administration major. Lab fee applies. Prerequisite: None. (Offered every spring term.) **4 hrs.**

ARH 401 Seminar in Art History
Seminar in Art History: This seminar fosters advanced analysis of art historical time periods, idea and criticisms introduced in 200 level art history classes. The subject of the seminar changes with each offering. Lab fee applies. Prerequisite: None. May be repeated once for credit. (Offered every odd fall term.) **4 hrs.**

ARH 402 Senior Capstone I
Senior Capstone I: This capstone experience is a critique-based class that offers students practical experience in researching, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by the student in consultation with his/her art history advisor. Prerequisite: senior standing in the Art History major. (Offered every fall term.) **2 hrs.**

ARH 403 Senior Capstone II
Senior Capstone II: This capstone experience is a critique-based class that offers students practical experience in research, writing and presenting an independent senior thesis project The specific thesis topic is to be selected by the student in consultation with his/her art history advisor. Prerequisites: ARH 402 and senior standing in the Arts History major. (Offered every spring term.) **2 hrs.**

ARH 404 Independent Study: Art History
Independent Study in Art History: Advanced independent work in specialized areas of art history for the mature, academic advanced student. Prerequisite: junior or senior standing, a "B" average in art and approval of the department. (Offered as needed.) **1-4 hrs.**

ARH 405 Gallery Assistant
Gallery Assistant: Practical experience as a gallery assistant in the Art Department. May be repeated once for credit. Prerequisite: permission of the Art Department. (Offered every term.) **4 hrs.**

ART-LEADERSHIP

ARL 200 Introduction to Arts Leadership & Administration
Introduction to Arts Leadership and Administration: This course is an introduction to the field of arts and non-profit leadership and administration, including an overview of the components of arts leadership, arts advocacy, possible careers, and the necessary managerial and creative skills. Lab fee applies. Prerequisite: None. (Offered every fall term.) **4 hrs.**

ARL 201 Arts in Action
Arts in Action: This course explores a service opportunity in an arts organization in Charlotte. The service opportunity is selected by the student in conjunction with the faculty supervisor for the course. Students will meet together regularly to learn about best practices and reflect on their services. Prerequisite: Freshmen or sophomore in the Arts Leadership and Administration major. (Offered every odd fall term.) **4 hrs.**

ARL 202 Arts Development
Arts Development: This course explores a wide variety of funding models for arts organizations, including fundraising and community development, grants, and government revenue sources, Students will learn how to effectively use digital media and traditional written methods and published materials to obtain revenue for the organization, as well as how to manage that revenue through budgeting processes and procedures. Lab fee applies. Prerequisite: ARL 200. (Offered every even spring term.) **4 hrs.**

ARL 300 Leadership in the Arts
Leadership in the Arts: This course provides an introduction to leadership in the arts. Course content will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussisons with community leaders will facilitate the students' creation of stretegies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. Lab fee applies. Prerequisite: ARL 200. (Offered every even fall term.) **4 hrs.**

ARL 301 Financial Planning and Budget Management in the Arts
Financial Planning and Budget Management in the Arts: This course introduces students to strategic planning, analysis and presentation of budgeting, financial analysis, funding sources, legal aspects, board development, and issues of technology in the arts. Lab fee applies. Prerequisite: ARL 200. (Offered every odd spring term.) **4 hrs.**

ARL 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ARL 399. The total number of hours for ARL 398 and ARL 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

ARL 399 International Experience
International Experience: The international experience component of ARL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ARL 398 and ARL 399 cannot exceed four total hours. Prerequisite: completion of ARL 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

ARL 401 Senior Capstone I
Senior Capstone I: This capstone combines a culminating internship in a Charlotte arts organization with a critique-based class that offers students practical experience in research, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by the student in consultation with his/her advisor. The course will culminate in a paper and presentation on the internship experience. Prerequsite: senior standing in the Arts Leadership and Administration major. (Offered every fall term.) **2 hrs.**

ARL 402 Senior Capstone II
Senior Capstone II: This capstone comines a culminating internship in a Charlotte arts organization with a critique-based class that offers students practical experience in research, writing and presenting an independent senior thesis project. The specific thesis topic is to be selected by the student in consultation with his/her advisor. The course will culminate in a paper and presentation on the internshiup experience. Prerequisite: ARL 401 and senior standing in the Arts Leadership and Administration major. (Offered every spring term.) **2 hrs.**

ARL 404 The Arts at Queens Assistant
The Arts at Queens Assistant: Practical experience as an arts at Queens assistant in the Art Department. May be repeated once for credit. Prerequisite: permission of the Art Department. (Offered every term.) **4 hrs.**

ART-STUDIO

ARS 100 Foundatons of Art and Design
Foundations of Art and Design: Foundations will establish the vocabulary of the elements and principals of art and design. Students will be guilded through exercises that incorporate a variety of materials and lead from ideation on paper to realization in space. Lab fee applies. Prerequsite: None. (Offered every fall and spring term.) **4 hrs.**

ARS 101 Drawing
Drawing: This course introduces the language of line through drawing using various drawing materials. Assignments address specific problems in drawing techniques, mediums, and design principles. Students learn to observe closely, respond to subject matter, and then communicate their response through line. Lectures, discussions, and critiques are an important part of the course. The discipline of maintaing a sketchbook is required in the course. Lab fee applies. Prerequisite: None. (Offered every fall term.) **4 hrs.**

ARS 200 Ceramics
Ceramics: This course will introduce the baisc materials and techniques used in the creation of hand-built and wheel-thrown ceramic vessels and sculptures. This is primarily a skills based, hands on course, with an emphasis on successfully creating ceramic objects. The ceramic process from clay mixing to loading and firing kilns will be experienced. Conceptual and formal applications will be equally emphazided. Histoic and contemporary ceramic arts will be presened. Lab fee applies. Prerequiiste: None. (Offered every spring term.) **4 hrs.**

ARS 201 Printmaking
Printmaking: This course introduces traditional techniques of Intaglio such as etching, aquatinit, mezzotint, color drop, spit biting, sugar-lift and dry point. Students are encouraged to explore imagery and content while balancing technique with subject matter. Lab fee applies. Prerequisite: None. (Offered every fall term.) **4 hrs.**

ARS 202 Film Photography I
Film Photography: Photography is used as an expressive medium and as a tool for exploring visual experience. Emphasis will be on

selection and treatment of subject matter. Students will learn necessary skills in photographic technique and be acquainted with the historical development of photography. Lab fee applies. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

ARS 300 Sculpture
Sculpture: This course will explore the basic elements of three-dimensional form and space. Representational modeling, abstraction, and basic fabrication techniques will be covered. Presentation, collaboration, and conceptual development will also be emphasized. Lab fee applies. Prerequisite: None. (Offered every fall term.) **4 hrs.**

ARS 301 Painting
Painting: This course introduces the traditional techniques of oil painting through studies of pictorial elements with emphasis on structure, shape and color. Formal elements are emphasized. Lab fee applies. Prerequisite: None. (Offered every spring term.) **4 hrs.**

ARS 302 Film Photography II
Film Photography: Further investigation of photography as a creative medium and the instruction of advanced photographic techniques. Lab fee applies. Prerequisite: ARS 202. (Offered every odd spring term.) **4 hrs.**

ARS 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ARS 399. The total number of hours for ARS 398 and ARS 399 cannot exceed four hours. **1-3 hrs.**

ARS 399 International Experrience
International Experience: The international experience component of ARS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ARS 398 and ARS 399 cannot exceed four total hours. Prerequisite: completion of ARS 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

ARS 400 Advanced Studio Lab
Advanced Studio Lab in Studio Art: This course permits advanced individual exploration of techniques and principles introduced in the 200-300 level studio courses. The focus varies from term to term between two and three-dimensional approaches with thematic topics such as the human figure, still life, collage/montage/assemblage. Course fee applies. May be repeated for a total of 12 hrs. (Offered every term.) **4 hrs.**

ARS 401 Senior Capstone I
Senior Capstone I: This course aims to develop a coherent, art-critical position on a chosen subject and in a chosen media area. This is the planning phase of the senior project. the student will identify and develop the skills, media, and subject matter to be further applied in Senior Capstone II. To be directed on a rotating basis by department faculty and evaluated by the art faculty. Prerequisite: Studio Art major, senior standing. (Offered every fall term.) **2 hrs.**

ARS 402 Senior Capstone II
Senior Capstone II: This capstone experience is a critique-based class that offers students practical experience in researching, creating and presenting an independent senior thesis project. This is the execution phase of the senior project. The specific thesis topic and approach is to be developed by the student in consultation with his/her studio art advisor and with the rotating faculty member directing Capstone I and II. Prerequisite: ARS 401. (Offered every spring term.) **2 hrs.**

ARS 404 Independent Study-Studio Art
Independent Study-Studio Art: Advanced independent work in speciailized areas of studio art, interior design and new media design for the mature, academically advanced student. Repeatable for a total of 8 hrs. Prerequisite: junior or senior standing, "B" average in art and approval of the department. (Offered as needed) **1-4 hrs.**

ARS 405 Studio Assistant
Studio Assistant: Practical experience, maintaining a working art studio. May be repeated once for credit. Prerequisite: permission of the Art Department. (Offered every term.) **4 hrs.**

ANTHROPOLOGY

ATH 101 Cultural Anthropology
Cultural Anthropology: Emphasizes the heritage and diversity of human culture throughout the world through the study of human societies, language and culture, cultural change, social groups and relationships, ideology, ritual, and symbolism. Prerequisite: None. (Offered every spring term.) **4 hrs.**

ATH 220 Special Topics in Anthropology
Special Topics in Anthropology: Investigation of a single topic or area in Anthropology. The topic might vary each term offered. Course can be repeated twice with different subtitles. Prerequisite: None. (Offered as needed.) **4 hrs.**

ATH 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to partcipate in ATH 399. The total number of hours for ATH 398 and ATH 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

ATH 399 International Experience
International Experience: The international experience component of ATH 398. Students will have the opporutnity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ATH 398 and ATH 399 cannot exceed four total hours. Prerequisite: completion of ATH 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

GENERAL STUDIES

BGS 350 Seminar in General Studies
Seminar in General Studies: This course introduces students to the concept of servant leadership through inquiry and analysis of problems common to professional life. Skills emphasized include critical and creating thinking, problem solving, ethical reasoning, and communication. (Offered every spring term.) **4 hrs.**

BGS 450 Capstone in General Studies
Capstone in General Studies: This capstone project integrates classroom theory with practical experience by identifying an opportunity to lead through service within an organizational setting--either the student's workplace or a public benefit organization. Students work with a faculty mentor to structure the learning, coordinate with the cooperating organization and assess the level and significance of their learning. Thie project should demonstrate the student's ability to synthesize and apply the knowledge and skills acquired in his/her academic program to real-world issues and problems. This final project should affirm the students' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decision, and to community effectively. (Offered every summer.) **4 hrs.**

BIOLOGY

BIO 120 Microbiology for Health Professions
Microbiology for Health Professions: Principles of microbiology, which include both lecture and laboratory components, with emphasis on the pathogenic bacteria, viruses and fungi.This course may not be counted towards the biology major. Lab fees

apply. Recommended prerequisite: High school chemistry, CHM 101 or CHM 111. (Offered fall and spring terms.) **4 hrs.**

BIO 201 Cellular and Molecular Foundations
Cellular and Molecular Foundations: A study of cellular and molecular biology with evolution as a unifying concept. This course, which has both lecture and laboratory components, discusses topics such as structure and function of cells, DNA, RNA, and proteins. Lab fees apply. Recommended prerequisite: High school chemistry, CHM 101 or CHM 111. (Offered every fall term.) **4 hrs.**

BIO 202 Biodiversity and Ecology Foundations
Biodiversity and Ecology Foundations: This course, which includes both lecture and laboratory components, is a study of general ecological and evolutionary principles, with emphasis on the origins and diversity of living organisms, their interactions, and their environment. Lab fees apply. (Offered every spring term.) **4 hrs.**

BIO 213 Human Anatomy and Physiology I
Human Anatomy and Physiology I: This course, which includes both lecture and laboratory components, is a study of the structure and function of the human body with focus on cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. Recommended prerequsite: High school chemistry, CHM 101 or CHM 111. Lab fees apply. (Offered every fall term.) **4 hrs.**

BIO 214 Human Anatomy and Physiology II
Human Anatomy and Physiology II: This course, which includes lecture and laboratory components, is a study of the structure and function of the human body with focus on the endocrine, cardiovascular, digestive, immune, respiratory, reproductive, and urinary systems. Lab fees apply. Prerequisite: BIO 213 or permission of instructor. (Offered every spring term.) **4 hrs.**

BIO 220 Applied Anatomy and Physiology
Applied Anatomy and Physiology: This course includes both lecture and laboratory components to explore homeostatic mechanisms of the human body. Particular emphasis is placed on the brain and perception as well as the response of body systems to music. Preference is given to music therapy students. Lab fee apply. (Offered every fall term.) **4 hrs.**

BIO 300 Writing for Biologists
Writing for Biologists: An introduction to reading and researching scientific literature and scientific writing. The course also addresses issues dealing with ethical conduct as a scientist. This course fulfills the writing intensive requirement. Prerequisite: QEN 101, QEN 102 and BIO 201 or BIO 202. (Offered every fall term.) **4 hrs.**

BIO 301 Biology Roundtable
Biology Roundtable: An investigation of classic and current topics of interest in biology. Topics may include subject area content or noteworthy issues associated with the conduct of science and its impact on society. Repeatable for a total of 2 hrs. Prerequisites: BIO 300 or permission of instructor. (Offered every fall and spring terms.) **1 hr.**

BIO 303 Foundations of Genetics
Foundations of Genetics: This course, which includes lecture and laboratory components, is a study of heredity and variation in prokaryotes and eukaryotes. This course includes classical, molecular, and population genetics. Lab fees apply. Prerequisites: BIO 201 and high school chemistry, CHM 101 or CHM 111. (Offered every spring term.) **4 hrs.**

BIO 310 Botany
Botany: This course, which includes both lecture and laboratory components, is a study of the ecology, physiology, and evolutionary adaptations of plants, with emphasis on local flora. Lab fees apply. Prerequisites: BIO 202. (Offered odd fall terms.) **4 hrs.**

BIO 311 Animal Evolution
Animal Evolution: This course, which includes lecture and laboratory components, is an examination of the process of evolution in various animal phyla. Emphasis is on phylogenetics, evolutionary trends, and the relationship between structure and function among animals. Lab fees apply. (Offered odd spring terms.) **4 hrs.**

BIO 316 Topics in Biology
Topics in Biology: Selected topics not offered as part of the regular curriculum. May be repeated for credit with different subtitles. Lecture and lab hours may vary the course taught. Lab fees apply when approrpriate. Prerequisite: BIO 201 or BIO 202. (Offered as needed.) **4 hrs.**

BIO 320 Ecology
Ecology: This course, which includes lecture and laboratory components, builds upon the foundation of ecological concepts introduced in BIO 202. Students will read and interpret scientific literature on organisms' interactions with each other and the environment, and practice their own skills in experimental design and statistical methods. Lab fees apply. Prerequisite: BIO 202. (Offered even fall terms.) **4 hrs.**

BIO 321 Animal Behavior
Animal Behavior: This course, which includes lecture and laboratory components, is an introduction to the analysis of animal behavior, including the mechanistic and evolutionary origins of behaviors. Topics may include learning, foraging, communication, mating systems and parental care. Lab fees apply. Prerequisite: BIO 202 or permission of instructor. (Offered even spring terms.) **4 hrs.**

BIO 324 Animal Nutrition
Animal Nutrition: This course emphasizes nutrient requirements, their functions, and the processes of their utilization, feed classification, and rationing. Recommended prerequisite: BIO 201 or its equivalent. (Offered as needed.) **4 hrs.**

BIO 330 Microbiology
Microbiology: This course, which includes lecture and laboratory components, is a survey of microorganisms with emphasis on morphology, metabolism, genetics and identification of bacteria. Lab fees apply. Prerequisite: BIO 201. (Offered every fall term.) **4 hrs.**

BIO 331 Cell Biology
Cell Biology: This course explores the structure and function of cells with a focus on protein processing and regulation, cell signaling pathways, cytoskeleton function, and cell cycle controls. Laboratory emphasizes research techniques used to study cells and proteins. Lab fees apply. Prerequisites: BIO 201. (Offered every spring term.) **4 hrs.**

BIO 390 Biology Lab Assistant
Biology Lab Assistant: Practical experience as a laboratory assistant in the department. May be repeated once for credit. Prerequisite: 12 hours of biology with a grade of B or better and permission of the department. (Offered every fall and spring terms.) *Pass/No Record.* **1 hr.**

BIO 398 Topics: International Preparation
Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in BIO 399. This course does not count towards the biology major. Lab fees apply when appropriate. Prerequisite: Junior standing and a 2.0 cumulative GPA. (Offered fall or spring term.) The total number of credit hours for BIO 398 and BIO 399 cannot exceed 4 total hours. **1-4 hrs.**

BIO 399 International Experience
International Experience: The international experience component of BIO 398. Students will have the opportunity to experience firsthand many of the topics studiedin the prerequisite course. This

course does not count towrads the biology major. The total number of hours for BIO 398 and BI?O 399 cannot exceed four total hours. Prerequisite: completion of BIO 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

BIO 401 Advanced Topics in Ecology
Advanced Topics in Ecology:This course will focus on organisms' reactions and interactions with other organisms and their environment. Topics may vary from one term to another. Extensive library, lab, and/or field work will be included. Lab fees apply when appropriate. Repeatable with a different topic for a total of 8 hrs. Prerequisites: BIO 202, BIO 300; BIO 310 or BIO 311; BIO 320 or BIO 321; ENV 225, or permission of the instructor. (Offered fall or spring terms.) **4 hrs.**

BIO 402 Advanced Cell and Molecular Concepts
Advanced Cell and Molecular Concepts: This course will focus on advanced study of cellular and molecular mechanisms. Topics may vary from one term to another. Extensive library and/or lab work will be included. Lab fees apply when appropriate. Repeatable with a different topic for a total of 8 hrs. Prerequisites: BIO 201, BIO 300, BIO 303, ENV 225; and BIO 330 or BIO 331, or permission of instructor. (Offered fall and spring terms.) **4 hrs.**

BIO 403 Research Seminar
Research Seminar: Original research projects are completed in the area of a faculty member's expertise and draw upon laboratory and/or field investigations. Students will work with a faculty mentor to design and complete original experiments. Written assignments and oral presentation are required. Lab fees apply when appropriate. Prerequisite: BIO 410 for a minimum of 2 hours and permission of faculty member is required for enrollment in this seminar. Repeatable for a total of 8 hrs. (Offered fall and spring terms.) **4 hrs.**

BIO 410 Independent Study
Independent Study: Research projects are completed with a faculty member in the area of the student's interest; written report and/or oral presentation may be required. A minimum of 2 hours of this course is required to complete BIO 403. Prerequisite: BIO 201, BIO 202, BIO 300, BIO 303 and permission of instructor. (Offered as needed.) **1-4 hrs.**

BIO 416 Advanced Topics in Biology
Advanced Topics in Biology: Selected topics not offered as part of the regular curriculum. May be repeated for credit with different subtitles. Lecture and lab hours may vary with the course taught. Lab fees apply when appropriate. Prerequisites: BIO 201, BIO 202, BIO 300, BIO 303, and ENV 225 or permisison of instructor. (Offered fall or spring term.) **4 hrs.**

BUSINESS ADMINISTRATION

BUS 218 Business Communication
Business Communication: This course focuses on the development and transmittal of information within a business environment. It will include writing of business reports, memos, and other professional documents and strategies for their effective transmission. The course stresses appropriate approaches, styles, tones, and designs. Use of illustrations and strategies for corporate interactions and meetings, development and presentation of group-authored documents will be included. Prerequisite: None. (Offered fall and spring terms.) **3 hrs.**

BUS 303 Introduction to Entrepreneurship
Introduction to Entrepreneurship: This course examines the skills, concepts, mental attitudes, and knowledge relevant to creating and managing a new venture. The capabilities gained apply to potential entrepreneurs interested in starting a new business, as well as to those interested in taking over an existing business. The course looks at the nature of the entrepreneur, the entrepreneurial process, and some of the critical ingredients in success and failure. In particular, it examines the driving forces behind the process, namely the founders and the marketing opportunities. Prerequisite: Sophomore standing. (Offered fall term.) **3 hrs.**

BUS 305 Legal Environment of Business
Legal Environment of Business: This introduction to law emphasizes the legal and ethical rights and duties of the individual engaged in business. Topics to be covered include the Constitution. torts, crimes, agency, partnerships, corporations and ethics. Prerequisite: Sophomore standing. (Offered fall and spring terms.) **3 hrs.**

BUS 315 Business Law
Business Law: This is a study of law as it affects the individual engaged in business. Topics include contracts, sales, and negotiable instruments. Prerequisite: None. (Offered as needed.) **3 hrs.**

BUS 320 Business Ethics
Business Ethics: Business ethics is "dilemma management," focusing on frameworks for decision-making. Using cases, the course explores individual, group, and corporate decision-making, government regulation, special interest groups, and other constituencies, and the complexity of the ethical environment of business. Prerequisite: Junior standing. (Offered summer terms.) **3 hrs.**

BUS 325 Management Information Systems
Management Information Systems: This course is an investigation of information systems within organizations. The course studies information systems from both technical and behavioral perspectives and the changes information systems are bringing to organizations and management. Prerequisite: None. (Offered fall and spring terms.) **3 hrs.**

BUS 330 Human Resource Management
Human Resource Management: This course is a study of the personnel function in the organization. Topics covered include job design, staffing, performance appraisal, training and development, compensation and collective bargaining. Current topics in the law (OSHA, Fair Employment Regulations, etc.) which will affect the personnel function are considered. Prerequisite: None. (Offered as needed.) **3 hrs.**

BUS 333 Principles of Management
Principles of Management: This is a basic survey of management theory with emphasis on the functional and task requirements of management and behavioral considerations. Specific topics include the planning, organizing and controlling functions of management, contemporary models of organizational design; motivation and performances; and group behavior and influence processes. Prerequisite: Sophomore standing. (Offered fall and spring terms.) **3 hrs.**

BUS 340 Principles of Marketing
Principles of Marketing: This is a study of the interrelationship between marketing functions and the other primary functions of firms or organizations. An analytical survey is made of the problems of product planning, pricing, promotion, channels of distribution and legislation affecting marketing activities as related to the satisfaction of individual consumer and societal wants and needs. Prerequisite: sophomore standing. (Offered fall and spring terms.) **3 hrs.**

BUS 345 Leadership
Leadership: This course provides an introduction to leadership. Course discussion will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussions with community leaders will facilitate the students' creation of strategies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. Prerequisite: BUS 333. (Offered fall and spring term.) **3 hrs.**

BUS 350 Operations Management
Operations Management: This course deals with design and management of products, processes, services and supply chains. It considers the acquisition, development, and utilization of resources

that firms need to deliver the goods and services their clients want. Topics include size and location of facilities, service and telecommunications networks, supply chains, facility layout and structure, project management, production scheduling and control, inventory management and quality control. Emphasis on service operations management. Course includes applications of current software. Prerequisites: ACC 207, ECO 204, MAT 111 and MAT 112. (Offered fall and spring terms.) **3 hrs.**

BUS 351 Consumer Behavior
Consumer Behavior: This course provides an overall view of some of the basic perspectives of consumer behavior. An interdisciplinary approach will be stressed including the fields of economics, psychology, sociology and anthropology as related to marketing. Emphasis is placed on the fundamental processes of motivation, perception and learning, as well as analysis of individual and group influences as related to the marketing of goods and services Prerequisite: BUS 340. (Offered fall term.) **3 hrs.**

BUS 353 Promotion Management
Promotion Management: This course is a study of the promotion activities of personal selling, advertising, public relations/publicity and sales promotion as part of the overall marketing strategies and budgets. Prerequisite: BUS 340. (Offered summer term.) **3 hrs.**

BUS 355 Capitalism
Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s to the present. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. Cross-listed with ECO 355. Prerequisite: None. (Offered as needed.) **3 hrs.**

BUS 360 Business Law: Current Issues
Business Law: Current Issues: This course is a study of business law cases and controversies currently in the news. Students will engage in a critical analysis of the legal, economic, social and political impact of the issues presented by each case. Topics include environmental law, health care, employment, international law, sports, social media and the U.S. Constitution. Prerequisites: None. (Offered spring term.) **3 hrs.**

BUS 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in BUS 399. The total number of hours for BUS 398 and BUS 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

BUS 399 International Experience
International Experience: The international component of BUS 398. Students have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for BUS 398 and BUS 399 cannot exceed four total hours. Prerequisite: completion of BUS 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

BUS 403 Innovation and Creativity
Innovation and Creativity: This course will focus on the discipline of the creative process, its development and management, and its application within organizations. The course along with BUS 432 provide students a foundation for creating and developing a business idea. The topics include but are not limited to: multi-disciplinary definitions and theories of creativity and innovations, the development of creative ability and its application and management within organizations, and the development of an individual creative process by exploring multiple creative outlets, culminating in a completed creative project. Prerequisite: None. (Offered spring term.) **3 hrs.**

BUS 410 Business Analytics
Business Analytics: This course provides an overview of concepts, techniques and application of statistical data analysis and management science as they support decision making processes throughout the organization. Topics include quantitativemethods commonly used to support business decision modeling and to investigate past business performance to drive business planning. The course includes the application of computer software with an emphasis on advanced techniques in spreadsheet and database design and analysis. Prerequisites: MAT 111 and MAT 112. (Offered fall and spring terms.) **3 hrs.**

BUS 420 International Business
International Business: The course presents foundational materials for understanding the evolving global business environment including causes for changing patterns of international trade and investment, the institutional environment and impact of trade practices, international monetary arrangements and exchange rates. The course also explores strategic options for international expansion, and uses case analysis to examine the varied challenges to firms operating in a global business environment. Prerequisites: ECO 203 and ECO 204. (Offered fall and spring terms.) **3 hrs.**

BUS 421 Organizational Behavior
Organizational Behavior: An examination of the behavioral aspects of organizations within our society. This course includes consideration of the interrelationships between the individual, informal and formal groups; group formation, cohesiveness, conformity and norms; interpersonal communication; conflict; authority, power and influence; leadership, motivation and performance. Prerequisite: None. (Offered as needed.) **3 hrs.**

BUS 452 Marketing Management
Marketing Management: Using the case analysis method, marketing strategies used by management are examined under a variety of circumstances and within a variety of business and organizational settings. Prerequisite: BUS 340. (Offered spring term.) **3 hrs.**

BUS 453 Marketing Research
Marketing Research: This course is an introduction to the research and methods used in the marketing process. Areas given emphasis include sources of marketing data, sampling surveys, interpretation of data and the relationship of market research to the policies and functions of a business. Prerequisite: BUS 340 and MAT 112. (Offered fall term.) **3 hrs.**

BUS 454 International Trade
International Trade: This course presents and applies the main economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. Cross-listed with ECO 454. Prerequisites: ECO 203 and ECO 204. (Offered as needed.) **3 hrs.**

BUS 455 Sales Management
Sales Management: This course focuses on the fundamentals of sales management with an emphasis on the management of professional consultative selling personnel. Since selling is an essential key to success in the marketing process, understanding how to manage sales personnel through understanding the personal selling process and how to motivate sales personnel is essential for all marketers. The course combines recitation, case study, and applied experiential learning. Prerequisite: BUS 340. (Offered spring term.) **3 hrs.**

BUS 458 International Economics
International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economics integration, balance of payments and currency markets,

and the conduct and efficacy of monetary and fiscal policies in an open economy. Cross-listed with ECO 458. Prerequisites: ECO 203, ECO 204, BUS 420 and junior or senior standing. (Offered as needed.) **3 hrs.**

BUS 461 Practicum in Leadership
Practicum in Leadership: An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Prerequisite: Junior standing and permission of faculty. (Offered as needed.) **3 hrs.**

BUS 465 Business Case Writing
Business Case Writing: This course allows students a unique opportunity to apply classroom lessons to a real world situation. Students, with close faculty supervising, will research, develop and write a business case. The ultimate goal is the presentation of the finished case at an academic meeting. Prerequisite: Junior or senior business major with a 3.5 G.P.A. or above and approval of faculty. (Offered as needed.) **3 hrs.**

BUS 485 Strategic Management
Strategic Management: This is the capstone course for the major requiring basic knowledge of accounting, finance, economics, marketing management, legal environment, and international business. It is designed to develop analytical skills in strategy formulation and implementation and an integrated view of business operations. It also provides a basic grasp of policy problems in a variety of business and governmental settings through the use of case studies. Prerequisite: Admission to the major, BUS 305, BUS 333, BUS 340, and BUS 420. (Offered fall and spring terms.) **3 hrs.**

BUS 492 Topics in Business
Topics in Business: This course is designed to investigate and evaluate current topics in business or specialized areas of business. Course topics are announced the term preceding the offering. Repeatable for a total of 12 hours. Prerequisite: To be designated for each specific course offered. (Offered as needed.) **3 hrs.**

BUS 495 Independent Research/Study
Independent Research/Study: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Prerequisite: senior business major with a 3.00 grade point average in the major.) (Offered as needed.) **1-3 hrs.**

CHEMISTRY

CHM 101 Chemistry for Life
Chemistry for Life: This course examines the chemical basis of life starting with an introduction to basic chemistry with an emphasis on organic chemistry and leading to the role of biomolecular compounds in living organisms. Three hours lecture per week. Designed for non-science majors. Corequisite CHM 101L. (Offered every fall and spring term.) **3 hrs.**

CHM 101L Chemistry for Life Laboratory
Chemistry for Life Laboratory: An introduction to basic chemistry experiments and techniques in general, organic and biochemistry. Three hours laboratory per week. Lab fees apply. (Offered every fall and spring term.) **1 hr.**

CHM 111 General Chemistry I
General Chemistry I: The study of atomic and molecular structures, electronegativity, the relationship of the Periodic Table, covalent, ionic and metallic bonding, molecular orbitals, and enthalpy. Three hours lecture per week. Students are assumed to have algebra skills and exposure to high school chemistry. Corequisite: CHM 111L. (Offered every fall term.) **3 hrs.**

CHM 111L General Chemistry I Laboratory
General Chemistry I Laboratory: Introduces students to chemical laboratory techniques including gravimetric analysis, separations, titrations and molecular spectroscopy. Three hours laboratory per week. Lab fee applies. (Offered every fall term.) **1 hr.**

CHM 112 General Chemistry II
General Chemistry II: The study of chemical equilibria, reaction rates, free energy, electro-chemistry, acids, bases and pH and an introduction to carbon chemistry. Three hours lecture per week. Designed primarily for science majors. Prerequisite: CHM 111 or its equivalent. Corequisite: CHM 112L. (Offered every spring term.) **3 hrs.**

CHM 112L General Chemistry II Laboratory
General Chemistry II Laboratory: This laboratory introduces buffers, colligative properties, semi-minro techniques and volumetric and qualitative analysis. Lab fee applies. (Offered every spring term.) **1 hr.**

CHM 300 Investigations in Chemistry
Investigations in Chemistry: This course will introduce students to current topics and scientific literature in chemistry and closely related fields. Students will develop basic skills necessary to read, analyze and present scientific information in the form or oral and written presentations and papers. This course fulfills the discipline specific writing intensive requirement. Prerequisite: CHM 111. (Offered every fall term.) **4 hrs.**

CHM 303 Organic Chemistry I
Organic Chemistry I: An introduction to the properties, reactivy and stereochemistry of organic compounds. Three hours lecture per week. Prerequisite: CHM 112, or permission of instructor. Corequisite: CHM 303L. (Offered every fall term.) **3 hrs.**

CHM 303L Organic Chemistry I Laboratory
Organic Chemistry I Laboratory: This course introduces students to the basic experimental techniques of chemical synthesis of organic compounds. Three hours laboratory per week. Lab fee applies. Prerequisite: CHM 112L. (Offered every fall term.) **1 hr.**

CHM 304 Organic Chemistry II
Organic Chemistry II: Study of the reactivity of functional groups, reaction mechanisms and spectroscopoy of organic compounds. Three hours lecture per week. Prerequisite: CHM 303 or permission of instructor. Corequisite: CHM 304L. (Offered every spring term.) **3 hrs.**

CHM 304L Organic Chemistry II Laboratory
Organic Chemistry II Laboratory: A continuation of CHM 303L and the introduction of the student to organic qualitative analysis. Three hours laboratory per week. Lab fees apply. Prerequisite: CHM 303L. (Offered every spring term.) **1 hr.**

CHM 305 Analytical Chemistry
Analytical Chemistry: Introduction to the theory and practice of quantitative analytical chemistry. Topics include volumetric analysis, spectroscopy, electrochemnistry and chromatography. Three hours lecture per week. Prerequisite: CHM 112. Corequisite: CHM 305L. (Offered every odd fall term.) **3 hrs.**

CHM 305L Analytical Chemistry Laboratory
Analytical Chemistry Laboratory: This laboratory introduces the student to the techniques of making accurate and precise measurements in the laboratory, with an emphasis on volumetric, gravimetric, electrochemcial analysis and chromatography methods. Three hours of laboratory per week. Lab fees apply. (Offered every odd fall term.) **1 hr.**

CHM 307 Instrumental Analysis
Instrumental Analysis: A second course in analytical chemistry, covering the theory and operation of electronic instrumentation. Three hours lecture per week. Prerequisite: CHM 305 or permission of instructor. Corequisite: CHM 307L. (Offered every even spring term.) **3 hrs.**

CHM 307L Instrumental Analysis Laboratory
Instrumental Analysis Laboratory: This laboratory introduces the student to design, construction and operation of chemical instruments, as well as the proper selection of analytical techniques for solving chemical problems. Three hours of laboratory per week. Lab fee applies. Prerequisite: CHM 305. (Offered every even spring term.) **1 hr.**

CHM 308 Physical Chemistry I
Physical Chemistry I: Study of the properties of gases, the physical properties of matter, the laws of thermodynamics and the principles of equilibria. Three hours of lecture per week. Prerequisites: CHM 112, PHY 211, MAT 210 or permission of instructor. Corequisite: CHM 308L. (Offered every even fall term.) **3 hrs.**

CHM 308L Physical Chemistry I Laboratory
Physical Chemistry I Laboratory: Introduction to basic methods for precide physical and chemical measurements. Three hours laboratory per week. Lab fee applies. (Offered every even fall term.) **1 hr.**

CHM 309 Physical Chemistry II
Physical Chemistry II: Application of physical and mathematical principles to chemical systems; quantum mechanics, atomic structure, molecular structure, computaitonal methods, and spectroscopy. Prerequisite: CHM 308, Correquisite: CHM 309L, (Offered every odd spring term.) **3 hrs.**

CHM 309L Physical Chemistry II Lab
Physical Chemistry II Laboratory: Introduces methods in computational chemistry and spectroscopy. Lab fee applies. Corequisite: CHM 309. (Offered every odd spring term.) **1 hr.**

CHM 320 Inorganic Chemistry
Inorganic Chemistry: A study of the reactions and properties of inorganic elements based on electronic structure and periodic properties. Prerequisite: CHM 304. (Offered every even fall term.) **3 hrs.**

CHM 350 Biotechnology Techniques
Biotechnology Techniques: This course provides the foundation and understanding of various molecular biology and biochemistry techniques through a project based laboratory and a supplemental lecture. One hour of lecture and three hours of laboratory per week. Prerequisites: BIO 201, CHM 111, CHM 111L. (Offered every odd spring term.) **3 hrs.**

CHM 391 Chemistry Lab Assistant
Chemistry Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisites: 8 hours of chemistry with a grade of B or better and permission. Repeatable for a total of 2 hrs. (Offered every fall and spring term.) *Pass/No Record.* **1 hr.**

CHM 398 Topics: International Preparation
Topics: International Preparation: This course examines international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in CHM 399. The total number of hours for CHM 398 and CHM 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

CHM 399 International Experience
International Experience: The international experience component of CHM 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for CHM 398 and CHM 399 cannot exceed four total hours. Prerequisite: completion of CHM 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

CHM 401 Biochemistry
Biochemistry: A survey of biochemistry. Topics include proteins, carbohydrates, lipids, necleic acids, biotechnology, and metabolism. Three hours lecture per week. Prerequisite: CHM 303. (Offered every spring term.) **3 hrs.**

CHM 401L Biochemistry Laboratory
Biochemistry Laboratory: This laboratory is an introduction to modern biochemical techniques with an emphasis on protein methods. Lab fee applies. Corequisite: CHM 401. (Offered every spring term.) **1 hr.**

CHM 403 Advanced Biochemistry I
Advanced Biochemistry I: Study of protein conformation and function; mechanisms and regulation of enzyme action; carbohydrates, necleic acids, lipds and membranes. Three hours lecture per week. Prerequisite: CHM 303. (Offered every even fall term.) **3 hrs.**

CHM 403L Advanced Biochemistry I Laboratory
Advanced Biochemistry I Laboratory: Basic principles and techniques of biochemistry laboratory investigation introducted; work is quantitative in nature. Three hours laboratory per week. Lab fee applies. Prerequisite: CHM 303L or permission of instructor. (Offered every even fall term.) **1 hr.**

CHM 404 Advanced Biochemistry II
Advanced Biochemistry II: Study of the metabolism of biomolecules: biosynthesis of macromelecules; storage, transmission and expression of genetic information. Prerequisite: CHM 403 or permission of instructor. (Offered every odd spring term.) **3 hrs.**

CHM 406 Environmental Chemistry
Environmental Chemistry: In this course students will apply fundamental principles of chemistry to understand the source, fate and reactivity of compounds in the environment. The course will focus on the chemistry of the environment, hydrosphere and lithosphere. Environmental issues that will be discussed include climate change, air pollution, pollution and treament of soil and water resources and the environmental fate and utiliziation of pesticides and other anthropogenic compounds. (Offered every even fall term.) **3 hrs.**

CHM 406L Environmental Chemistry Laboratory
Environmental Chemistry Laboratory: This laboratory allows students to apply experimental and analytical techniques to help study, describe and solve environmental problems. This is a problem solving courses that will rely on fundamental principles of chemistry including equilibrium, reaction kinetics, solubility, partitioning and computer modeling. Students will learn basic analytical techniques required to analyze compounds in environmental samples including air, water and soil at concentrations as low as part per billion. Lab fee applies. (Offered every even fall term.) **1 hr.**

CHM 430 Topics in Chemistry
Topics in Chemistry: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. Prerequisites: vary with topics. (Offered as needed.) **1-4 hrs.**

CHM 450 Directed Individual Study
Directed Individual Study: Individual research conducted by the student. Three, six or nine hours of consultation and laboratory work per week. Prerequisite: Open to advanced students by permission of the instructor. (Offered as needed.) **1-4 hrs.**

CHM 490 Chemistry Research
Chemistry Research: Opportunity for directed and individual investigation in chemistry resulting in a formal report, thesis or manuscript. A research proposal with a proposed budget must be submitted and approved by the department in the prior semester. May be repeated for credit for projects lasting more than one semester. Prerequisites: CHM 300 or ENV 300 or BIO 300 and Junior standing or permission of the instructor. (Offered as needed.) **2-4 hrs.**

CHM 495 Chemistry Capstone Seminar
Chemistry Capstone Seminar: This course will focus on the application of critical thinking, quantitative reasoning and research skills developed in previous courses. Students will create and present a final project based on previous in-course or directed research projects as a culminating experience in the major. Prerequisite: Junior standing and 20 credits hours in chemistry, biology or environmental science, or persmission of the instructor. (Offered every spring term.) **2 hrs.**

CHINESE

CHN 101 Elementary Chinese I
Elementary Chinese I: Using an audiolingual approach, this course teaches pronunciation, vocabulary, and grammar fundamentals as essential elements in reading, writing, and understanding elementary Chinese. The course also covers necessary culture, customs, philosophy, and history which serve as keys to studying the Chinese language. Prerequisite: None. (Offered every fall term.) **4 hrs.**

CHN 102 Elementary Chinese II
Elementary Chinese II: This course is a continuation of Elementary Chinese I and covers elementary grammar. It includes the reading of simplified texts with emphasis on oral expression and further study of Chinese history and culture. Prerequisite: CHN 101, placement exam or permission of instructor. (Offered every spring term.) **4 hrs.**

CHN 220 Intermediate Chinese I
Intermediate Chinese I: This course provides a review and expansion of the essential skills of the Chinese Language. It will review basic grammar and key sentence patterns of Chinese, provide practice in the appropriate use of idiomatic expressions, and further develop skills in reading and writing Chinese characters. It will also build vocabulary, expand reading comprehension, and encourage extensive conversation in Chinese. It will cover additional aspects about Chinese culture and history. Prerequisite: CHN 102, placement exam. or permission of instructor. (Offered every fall term.) **4 hrs.**

CHN 230 Intermediate Chinese II
Intermediate Chinese II: This course is a continuation of Intermediate Chinese I. The course will complete and review basic grammar and key sentence patterns of Chinese, provide practice in the appropriate use of idiomatic expressions, and further develop skills in reading and writing Chinese characters. It will also build vocabulary, expand reading comprehension, and encourage extensive conversation in Chinese. It will cover additional aspects about Chinese culture and history. Prerequisite: CHN 220, placement exam, or permission of instructor. (Offered every spring term.) **4 hrs.**

CHN 330 Advanced Chinese Grammar
Advanced Chinese Grammar: This course studies social and cultural issues in contemporary China through articles and essays. Students will advance the accuracy and fluency in writing and speaking skills; develop competency to narrate and describe with paragraph-length connected discourse; and communicate some of the unfamiliar topics with accuracy and fluency. This course fullfills the writing intensive requirement. Prerequisite: CHN 230, or permission of instructor. (Offered every odd fall term.) **4 hrs.**

CHN 340 Conversational Chinese
Conversational Chinese: This course provides an opportunity to acquire better speaking skills in Chinese with the emphasis on natural, colloquial usage. New vocabulary and idiomatic phrases will be emphasized. Prerequisite: CHN 230, or permission of instructor. (Offered every even spring term.) **4 hrs.**

CHN 370 Topics in Chinese Studies
Topics in Chinese Studies: Course designed to address a specific topic or area of Chinese studies. May be repeated with different topics for a total of 12 hours. Prerequisite: CHN 220, or permission of instructor. (Offered every even fall and odd spring.) **4 hrs.**

CHN 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in CHN 399. The total number of hours for CHN 398 and CHN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

CHN 399 International Experience
International Experience: The international experience component of CHN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for CHN 398 and CHN 399 cannot exceed four total hours. Prerequisite: completion of CHN 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

COMPUTER INFORMATION SYSTEMS

CIS 110 Fundamentals of Microcomputers
Fundamentals of Microcomputers: This course introduces the fundamentals of the personal computer (PC) with emphasis on the use of the PC to improve personal productivity. Application topics include word processing, spreadsheet, database, presentation graphics and communication software. Prerequisite: None. (Offered fall and spring term.) **3 hrs.**

COMMUNICATION

COM 101 Introduction to Communication Studies
Introduction to Communication Studies: This course surveys the processes of communication, and explores the way they work in such contexts as relationships, groups and organizations. The course includes such topics as preception and listening; the development, dissolution and maintenance of relationships; group decision-making; public persuasion; and mediated communication. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

COM 111 Introduction to Media Studies
Introduction to Media Studies: This course introduces students of media and culture to the themes and debates central to the study of contemporary mediated forms of communication. The course offers a comparative approach to media studies, surveying a broad range of media forms-including print, radio, television, film, web-based and mobile media, and video games. The course considers the institutional structures that shape media production and reception, the impact of convergent technologies, and the social function of traditional and emergent media. Prerequisite: None. **4 hrs.**

COM 200 Public Speaking
Public Speaking: This course develops student ability to prepare and deliver an effective speech for a variety of purposes. Topics include overcoming speech anxiety; speech composition and organization; choosing organizational patterns; and improving diction, and body language. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

COM 202 Writing for Communication
Writing for Communication: Students in this course will learn to craft written messages, through argumentation, for the communication field including introductions to researching and writing the APA research paper, communication scholarship, corporate documents, and documents for media settings. This course fulfills the writing-intensive requirement for Communication majors. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

COM 204 News Writing and Reporting
News Writing and Reporting: This course examines newspaper methods and the techniques of news writing, emphasizing basic editing. This course fulfills the writing-intensive requirement for

Journalism and Digitial Media majors. Prerequisite: None. (Offered every fall term.) **4 hrs.**

COM 210 Digital Media Production
Digital Media Production: This course provides an introduction to the study of digital media production. Students will learn how to analyze and produce digital text, hypertext, web pages, digital photos, digital audio, podcasts, multimedia presentations and digital video. Thoughout the course, students will be involved in hands-on projects that will help them begin to acquire the skills as producers of digital media. In addition, students will learn about the role of digital media in society and apply their learning through digital citizenship. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

COM 213 Practicum: Queens Student Media
Practicum: Queens Student Media: Practical work in newswriting, audio, video and multimedia production for the student newspaper and other student media sites and outlets. The course features regular workshops with the instructor and covers the essentials of content creation and media management. Repeatable for a total of 4 hours. **2 hrs.**

COM 217 Business and Technical Communication
Business and Technical Communication: Students in this course will learn practical skills to design and deliver effective written messages for corporate and external audiences. Students will learn research and writing skills for drafting grant proposals, strategic communication documents, and internal business documents. The course stresses appropriate writing approaches, style, tone, document design, use of illustrations, and strategies for using these documents for effective communication practice. Students will also design, present, and evaluate individual and collaborative presentations. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

COM 218 Mass Communication Theory
Mass Communication Theory: An overview of the theories and processes of mass communication, with attention to media structures and their social impact. Prerequisite: None. (Offered every fall term.) **4 hrs.**

COM 219 Principles and History of Journalism
Principles and History of Journalism: A survey of the evolution of the news media, students examine press freedom, censorship, changing definitions of news, and changes in the business model underlying journalism. The course provides a historical overview of the media landscape, and examines the enduring values and principles of journalism. Prerequisite: None. (Offered every spring term.) **4 hrs.**

COM 226 Digital Health Literacy
Digital Health Literacy: This course surveys digital and media-based health information, messages, education, and online social support groups. Students will learn about communication concepts particular to enhancing mediated health literacies in the 21st century, including the analysis of health-specific information and online social support platforms used by health experts, patients, advocates, and caregivers. Prerequisite: None. **4 hrs.**

COM 229 Sports Media
Sports Media: The relationship between media and sports is long and complex. From documenting the physical artistry of a range of human endeavors to the tension and release of competitive games and events, sport activities provide the kind of stories and spectacle that drives audiences to consume and produce media. Sports Media may also examine or focus on one or more of the following: the legal and ethical dimensions of issues such as the decline of "Sportsmanship;" the comparision of "amateurisum" to "professionalism;" the history and consequences of Title IX and other gender and diversity issues; relationships between reporters and athletes; the parallels between the culture of sport and the culture of business; the influence of the media environment, and/or issues of aging. Prerequisite: None. **4 hrs.**

COM 231 Film Studies
Film Studies: Introduction and historical analysis of the development of cinema from the silent era to the contemporary avant-garde. The course surveys technological developments, the evolution of popular genres and the achievements of significant directors and their landmark films. Prerequisite: None. **4 hrs.**

COM 233 Television Studies
Television Studies: This course surveys television history, including broadcast milestones, the entertainment and educational potential and the imprint on American society. Students will examine American mass culture through the window of the television programming, explore the economic dimensions of the medium and investigate new technologies. Prerequisite: None. **4 hrs.**

COM 250 Communication Theory
Communication Theory: The study of various communication theories as they frame research questions and influence conclusions. Theories range from basic concepts of the communication process through interpersonal, public, and mass communication. Prerequisite: COM 101. Pre or corequisite: COM 202. (Offered every fall and spring term.) **4 hrs.**

COM 305 Organizational Communication
Organizational Communication: This course explores theories of organizational communication that help analyze the ways communication builds, maintains, and transforms organizations. Topics include communication in management; interpersonal relationships in the workplace; communication in small groups and teams; networking. Prerequisite: None. **4 hrs.**

COM 306 Integrated Strategic Communication
Integrated Strategic Communication: Strategic communication refers to the totality of an organization's efforts to lead, motivate, persuade, and inform its varous publics, which include consumers, investors, employees, and the media. This course provides students with information and insights about strategic communication: how messages are created and framed, why we respond to messages the way we do, and how to employ communications strategies to advance organizational goals. Prerequisite: None. **4 hrs.**

COM 307 Health Communication Campaigns
Health Communication Campaigns: This integrated strategic communication course focuses on local and global health communication issues, causes, and campaigns. This course examines governmental and organizational (profit and non-profit) attempts to inform, motivate, and persuade publics. Strategies particular to communication for health care audiences will be explored, including message creation, audience analysis, education needs, and analyses of health strategies across a variety of media, including social media campaigns. Prerequisite: None. **4 hrs.**

COM 312 Nonverbal Communication
Nonverbal Communication: This course examines the various theories and applications of nonverbal communication in both personal and professional contexts. Topics inlcude: body movement and gestures; clothing and personal artifacts; facial expression and eye behavior; use of space and territory; touching behavior; paralanguage and voice characteristics; and deception detection. The elements of nonverbal communication will be examined in the contexts of interpersonal relationships, the workplace, and cultural differences. **4 hrs.**

COM 313 Community Media Ecosystems
Community Media Ecosystems: This course provides an applied perspective to the local information ecosystem, and the intersections between media systems, communities, and civic and industrial agencies. (Offered every fall term.) **1 hr.**

COM 314 Multimedia Writing and Reporting
Multimedia Writing and Reporting: Teaches the skills and understanding necessary to produce news stories across media platforms-print, broadcast and online. As the technical boundaries

among media become less distinct, students must be prepared to enter the rapidly changing media environment, Prerequisite: COM 204. **4 hrs.**

COM 315 Layout and Design
Layout and Design: This course introduces the forms and functions of typography and layout techniques. Students apply their knowledge to manipulate print and image in effective and creative webpage and print design. Prerequisite: COM 204. **4 hrs.**

COM 316 Community Journalism and Public Affairs
Community Journalism and Public Affairs: Instruction and experience covering government, school, the courts and other major institutions. Critical analysis of examples of public affairs reporting. Projects in investigative reporting. Prerequisite: COM 204. **4 hrs.**

COM 317 Gender and Communication
Gender and Communication: This course applies theories of gender studies to various communication contexts. Topics include gender roles and stereotypes: gender differences in verbal and nonverbal communication; gendered processes of socialization; images of gender in the media; and mixed vs. same sex group interactions. Prerequisite: None. **4 hrs.**

COM 318 Photojournalism
Photojournalism: A practical and critical overview of photojournalism through exploratory photo essays, with an emphasis on multimedia applications. Training in still camera and digital media, with a consideration of the basic principles and ethics of visual journalism and its role in social and political change. Prerequisite: None. **4 hrs.**

COM 319 Multimedia Storytelling
Multimedia Storytelling: This course examines the processes and tools for producing multimedia stories, the fundamental components of storytelling structure, and the impact of digital technologies on narrative form. The course explores the principles of interactivty and multimedia production by introducing students to a range of digital storytelling tools. Prerequisite: COM 210. **4 hrs.**

COM 320 Communication Research
Communication Research: Students will study quantitative and qualitative approaches to communication research. Students will apply an appropriate approach to investigate a topic in depth for their term research paper. Prerequisites: COM 101 and COM 202. Pre or corequisite: COM 250. (Offered every fall and spring term.) **4 hrs.**

COM 321 Audio Production
Audio Production: Comprehensive overview of the basics of using digiital audio equipment in a studio environment to record and edit audio. Students are introducted to audio systems, audio/video post production, audio editing and surround sound mixing using software packages. Sound design theory is covered. Prerequisite: None. **4 hrs.**

COM 322 Interpersonal Communication
Interpersonal Communication: The study of communication as it affects the individual's interaction with other people in relationships. The course includes consideration of such concepts as self-concept analysis, perception, self-disclosure, gender roles in communication, nonverbal communication, listening behavior, dyadic interaction and interpersonal. Prerequisite: None. **4 hrs.**

COM 323 Serious Games and Mobile Media
Serious Games and Mobile Media: An introduction to the fundamentals of serious game design and development, and applied training in the mechanics of mobile platforms, with significant attention to the design and analysis of serious games, the theory and method of user-centered design, the principles of gameplay, and the role of games in social change. Prerequisite: COM 210. **4 hrs.**

COM 324 Studies in New Media
Studies in New Media: This course examines the key theoretical works and arguements in the field of new media and considers moments of collision and convergence between media forms. Subjects to be considered include: computer culture, digital imaging technologies, interactivity and simulation, digital cinema, digital space, digital media, virtuality, cyberspace, online identity, social networks, collective intelligence, and new media communities. Prerequisite: None. **4 hrs.**

COM 325 Global and International Media
Global and International Media: This course will introduce students to various issues in the field of international communication, such as media ownership and concentration, global digital divide, conditions of production of news and information, and global information and communication flows. All these issues will be explored from a critical perspective. All communication, information, and media themes will be examined in the context of globalization, understood as a set of cultural, political, social, and economic processes. Prerequisites: COM 101, COM 111 or COM 218. **4 hrs.**

COM 326 Health Communication
Health Communication: This course examines the role of health communication in our everyday lives, with a focus on health communication theories and strategies that inform, educate, and influence individuals, families, health care organizations, and communities. This course explores the dynamics and impact of health communication between individuals and the health care system such as doctor-patient communication, cultural conceptions of health and medicine, and mediated constructions of health. Prerequisite: None. **4 hrs.**

COM 327 Intercultural Communication
Intercultural Communication: This course examines the relationship between communication and culture. Defining culture is the first challenge. Other topics include acculturation, prejudice, stereotyping, and cultural competence. Prerequisite: None. **4 hrs.**

COM 328 Video Game Studies
Video Game Studies: An overview of the interdisciplinary academic study of video games, analyzing games as interactive, media, rule-based systems, cultural and social texts, designed learning spaces, arenas of play and products of industrial discourse and design. Prerequisite: None. **4 hrs.**

COM 329 Sports Reporting
Sports Reporting: Sports reporting takes specific kinds of news collection and analysis skills, whether stories are delivered through still or motion digital production, audio production, or print-driven media. This course will identify the kinds of stories sports generate, whether amateur or professional, from heartening to criminal. The course examines how to cover the sports beat, tell sports stories, and support multimedia sports stories with digital media, photos, and videos. Prerequisite: None. **4 hrs.**

COM 332 Conflict Management
Conflict Management: This course examines the nature of conflict and the impact that conflict has on our professional lives. The focus of the course is on self-assessment and the effect that different styles of conflict management have on the parties involved. Specific strategies for managing conflict, including verbal and nonverbal communication, active listening, and negotiation are explored. Prerequisite: None. **4 hrs.**

COM 333 Health and Illness Narratives
Health and Illness Narratives: This course examines the narrative construction of health, healing, and illness across a variety of contexts. Students will investigate narrative theory and the interpretation of recurring health experiences from historical, social, political, educational, and ethical perspectives. Additionally, students will create and analyze health narratives as a way of making sense of various health experiences, including the patient-family experience, illness, stigma, recovery, caregiving, and death and dying. Prerequisite: None. **4 hrs.**

COM 334 Family Communication
Family Communication: This course reflects communication theory and processes affecting family communication, interaction, and decision making. Topics covered will include autonomy and intimacy, roles, discloser, power management, dialogue, conflict resolution, and communication patterns and rituals. This course will also address familial specific stressors (e.g., divorce, loss) and coping strategies, work-family challenges, and the role of family communication in the management of mental, physical, and relational health. Prerequisite: None. **4 hrs.**

COM 335 Persuasion
Persuasion: Grounded in rhetorical theory, the art of persuasion has reemerged as a critical skill in both personal and mediated communication contexts. This course examines the strategies individuals and organizations use to persuade people to take a particular side in decisions that rely on opinion. Topics include the importance of credibility, logic, and emotion with regard both to evaluating and creating persuasive messages. Prerequisite: None. **4 hrs.**

COM 343 Mass Communication
Mass Communication: In this course students will analyze the forms, messages, social impact and economic structures of the mass media. Topics include the changing landscape of national and global media industries; the structure and design of media content; the role of media in public perceptions of ideas, events, institutions and people. Prerequisite: COM 101, COM 111 or COM 218. **4 hrs.**

COM 344 Group Dynamics and Team Building
Group Dynamics and Team Building: This course analyzes the processes of small group communication, particularly in the context of task-oriented and decision-making bodies. Topics include the stages of group development; the dynamics of group interaction, productivity and satisfaction; team-building leadership and other group roles; decision-making; and managing conflict. Prerequisite: None. **4 hrs.**

COM 345 Communication Across Generations
Communication Across Generations: This course will explore and evaluate intergenerational communication (i.e., expectations, values, styles, media choices) in families, educational institutions, workplaces, and informal, intergenerational caregiving situations. This course will examine intergenerational perspectives (i.e., Traditionals, Baby Boomers, Gen X, Millennials), interactions, and communication practices. In addition, students will learn how people make sense of influential life-span experiences across diverse cultures and communities. Prerequisite: None. **4 hrs.**

COM 346 Middle East Media
Middle East Media: This course builds on developments in media and social change and contemporary analyses of the Middle East toward a consideration of how communication technologies are being used in strategic transition in the region. The course considers strategic transition in democratic, liberalization, and commercial reforms, in domestic, transnational, and new media systems in the Middle East. The course also explores the role of Middle Eastern media in political action, as a potential tool for negotiation or resistance. It takes a critical look at how media technologies are assumed to facilitate or impede political, economic, social and cultural transitions in the Middle East. Prerequisite: COM 101, COM 111, or COM 218. **4 hrs.**

COM 348 Communication/American Pop Culture
Communication and American Popular Culture: Popular culture is the culture known and shared by most people in a society. In this course, students will investigate the mass media and contemporary forms of popular culture in the United States and what these say about American society, will look at the elements of American popular culture that have made their way into other societies across the globe, and will come to understand what popular culture says about values, beliefs, and norms of American culture and others. Prerequisite: None. **4 hrs.**

COM 350 Independent Study
Independent Study: Students may investigate a communication topic in depth with a faculty member. Prerequsites: Junior or senior standing in the communications major with a 3.0 grade point average. **1-4 hrs.**

COM 356 Sports Communication
Sports Communication: Sports communicate societal values and norms. This course will analyze the history of sports and its relationship to culture. Specific topics may include the functions or sports for the identities of individuals, groups, teams, and society, as well as the relationship between sports, media, and culture. Prerequisite: None. **4 hrs.**

COM 357 Sports Promotion and Publicity
Sports Promotion and Publicity: This course surveys the strategy, techniques and communication media employed by public relations, marketing and promotion professionals to the unique application of the sports industry. Students will learn how to analyze sports audiences, develop promotion strategies, plan sports publicity events and understand the role of sponsorship. Students will aslo examine sports-related corporate responsibility and community relations initiatives in local, national and international settings. Prerequisite: None. **4 hrs.**

COM 358 Interpersonal Relations in Sports
Interpersonal Relations in Sports: This course explores interpersonal relationships in various sport contexts. Students will examine the relationship of the coach with players and parents, youth/peer relationships in sports, team cohesion, motivational climate, personal perception and sport performance, the role of agents and agency and conflict in these relationships. Students will investigate the dynamics and conflict in these relationships as well as practice skills to improve them. Students are advised to elect either COM 322 Interpersonal Communication or this course, but not both. Prerequiste: None. **4 hrs.**

COM 359 Online Media Management
Online Media Management: Students will learning about social and participatory media and techniques for utilizing these media forms for effective strategic communication. This is a practical course in content creation and will employ text, visual, audio, and video for multimodel communication. Topics covered will include characteristics of participatory media, the nature of online information sharing, strategies for effective communication using online media, and an introduction to social media analytics. Prerequisite: COM 210, or demonstrated production proficiency and instructor permission. **4 hrs.**

COM 360 Topics in Communication
Topics in Communication: Intensive consideration of a single topic in communication. The topics for this course will vary from offering to offering and may range from considering the work of a single individual to a study of a general movement. May be taken twice with different titles. Prerequisite: None. **1-4 hrs.**

COM 364 Media Law and Ethics
Media Law and Ethics: This course analyzes media policies and practices with respect to their political and practical qeneration, ethnical enactment and social impact, including such topics as government regulation of the media, the influence of pressure groups, media influence, and libel and privacy laws. Prerequisite: COM 101, COM 111, COM 218 or COM 219. **4 hrs.**

COM 370 Advanced Digital Media Production
Advanced Digital Media Production: This course provides advanced communication students with the opportunity to study and produce digital media. Students will produce and maintain a blog that will include digital still images, digital audio files and digital video. Students will participate in group activities that will enhance the knowledge and skills necessary to produce web-based multimedia. This is a hands-on, labor-intensive course. The course requires that students have experience planning and producing digital media. Prerequisite: COM 210. **4 hrs.**

COM 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in COM 399. The total number of hours for COM 398 and COM 399 cannot exceed four total hours. Prerequiste: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

COM 399 International Experience
International Experience: The international experience component of COM 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for COM 398 and COM 399 cannot exceed four total hours. Prerequisite: completion of COM 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

COM 401 Communication Seminar
Communication Seminar: The seminar course is a smaller, seminar setting in which students will investigate a specific communication topic or trend related to a current market trend, communication event, or other intensive discussion topic. Admission to each seminar course has a unique set of prerequisites based on the course material. May be repeated twice with different titles. (Offered every fall and spring term.) **4 hrs.**

COM 405 Journalism and Media Innovation
Journalism and Media Innovation: Practical instruction in the technologies and techniques that are informing contemporary journalism, with a review of community news and information-gathering experiements, and case work with new delivery platforms. Prerequisite: Senior standing. **4 hrs.**

COM 410 Media Industry Workshop
Media Industry Workshop: Field work in digital media production. Students are assigned a media industry partner, and engaged as part of a research and development team in the local entrepreneurial technology sector. Prerequisite: Senior standing. **4 hrs.**

COM 465 International Experience
International Experience: During this course, students participate in a hands-on exploration of the communication environment of a country or countries in Europe, Asia, Africa, Latin America or North America, with particular attention to the effect of the communication culture on organizations. Course requirements include attendance at pre-trip seminars and completion of all course assignments arfter the conclustion of the travel experience. Prerequisite: COM 101 or COM 218. (Offered as needed.) **4 hrs.**

COM 495 Communication Capstone
Communication Capstone: Taken in the semester in which students expect to graduate, students will engage in a culminating experience by preparing a project in their chosen programs of study under the supervision of a faculty member. The capstone is intended to showcase student work in the program up to this final semester. Prerequisites: Senior standing and COM 202, COM 250 and COM 320; or Senior standing and COM 204, COM 218 and COM 313. (Offered every fall and spring term.) **4 hrs.**

COM 601 Communication Fluency
Communication Fluency: This introductory course exploses students to communication as a discipline and begins the process of improving each student's communication literacy. Communication literacy is the ability to access information, analyze and evaluate messages and texts, create context, reflect on social and ethical considerations, and engage in the community across paradigms or knowledge from a communication perspective as well as essential communication theory. The course demonstrates how to develop original inquiry into a communication topic. Students will identify and articulate a communication problem, strategy, or initiative to be analyzed and evaluated, aggregate and apply credible research, and compose and support arguements using a theoretical framework. In addition, students will begin to create and evaluate content on a digital platform related to a specific communication initiative and audience using an appropriate citation style. Students completing the course will walk away with skills to succeed in the program; how to locate credible research, analyze and evaluate a variety of texts, ask good questions, create content on digital plaforms, and generally participate in the conversation with the communication discipline. Prerequisite: None. (On-ground: Offered every fall term.) **3 hrs.**

COM 610 The Social Creation of Organizing
The Social Creation of Organizing: This course demonstrates the ways social interaction shapes and is shaped by organizing processes. Students will see how communication becomes the means by which we come to make sense of organizational life and develop strategies, structures, and practices, for coordinating action and meeting goals. Students explore how contemprary organizsations transform individuals participating in society by examining essential topics such as identity construction, motives, motivation, effectiveness, socialization, leadership, and career. Forms of analysis include organizational values, narratives, artifacts, messages, practices, and structures. Prerequisite: None. (On-ground: Offered every spring or summer term.) **3 hrs.**

COM 613 Constructing Messages and Audiences
Constructing Messages and Audiences: This course explores ways by which we construct and disseminate messages to a variety of audiences for a variety of purposes, including to lead, motivate, persuade, inform and advocate. Whether targeting consumers, employees, media professionals, investors, friends, family, or like-minded individuals, students will learrn effective tools for creating messages that advance goals, and build and engage community. Students will explore how best to analyze audiences, craft messages, design information, choose among communication media, shape user experience, and evaluate success. The course gives special attention to how digital technology impacts effective communication including how to best consume, filter, create, and critically analyze messages. Students also explore the implications of evolving communication channels on society, especially with regard to opportunies for conversation, engagement, advocacy, and experimentation. Prerequisite: None. (On-ground: Offered every spring or summer term.) **3 hrs.**

COM 616 Communicating Mindfully
Communicating Mindfully: This course examines communication ethics in individual, organizational, and societal contexts. Students will learn theoretical and practical applications of communicating mindfully in a society where interactions and messages are complex, shifting, and often mediated. This course increases understanding of how critical self-awareness and empirical intelligence contribute to communicating consciously and productively. Dialogue, narrative, reflection, and identification are explored as tools for ethical communication in a rapidly changing world. Prerequisite: None. (On-ground: Offered every spring or summer term.) **3 hrs.**

COM 624 Communication and Culture in a Network Society
Communication and Culture in a Network Society: This course addresses how digital connectivity in a networked society has changed and transformed culture. In particular, this course critically investigates how networking (i.e. blogs, video blogs, podcasts, streaming, tweeting, etc.) affects traditional conceptions of knowledge and information creation, production, transmission, and censorship. In addition, this course focuses on how traditional conceptions of organizational boundaries and infuence, civic engagment, and organizational participation are evolving amidst an information technology revolution. Prerequsite: None. **3 hrs.**

COM 629 Leadership, Empowerment and the Management of Meaning
Leadership, Empowerment and the Management of Meaning: This course surveys the essential relationship between leadership and communication. Examining leadership from a communication perspective, this course focuses on leadership as meaning

management; namely how to create, frame, and communicate one's own "realities" to others. Moreover, this course examines leadership as encompassing symbolic acts of creation and interpretation by drawing on communication theories (i.e., social construction of reality and coordinated management of meaning) that illustrate the symbolic capacities, limitations, and ethics of meaning making. Finally, the course focuses on practicing the skills of meaning making as it pertains to creating, using, interpreting, and critically evaluating moments of leadership in "everyday" acts of communication. Prerequisite: None. **3 hrs.**

COM 634 Organizations, Technology and the Changing Nature of Work
Organizations, Technology and the Changing Nature of Work: This course explores how organizational technology necessitates a cultural reexamination of traditional definitions of "work", organizational boundaries, and employee-employer relationships. Specifically, this class addresses the relationship between technology and organizational communication from both macro and micro perspectives of analysis. From a macro perspective, this course investigates how organizational technologies shape employer and employee expectations and creates "new" ways of interpreting, acting, and responding to information and others. Finally, from a micro perspective, this course addresses particular workplace technologies, with special attention given to aesthetics, user-interface design, efficacy, and critical and ethical implications. Prerequisite: None. **3 hrs.**

COM 638 Strategic Communication for Global Audiences
Strategic Communication for Global Audiences: This course explores various strategic communication issues and challenges with a diverse, global audience. The increased global climate necessitates new thinking habits and strategies to best craft targeted, integrated messages to a particular audience, whether it be global, national, or local. This course investigates strategies for successful audience analysis, community development and dialogue, image and branding, innovation, marketing, public relations, and risk and crisis management for global and multinational audiences. Prerequisite: None. **3 hrs.**

COM 642 Interactive Media andStorytelling
Interactive Media and Storytelling: Even in the digital age, the stories we tell about ourselves and the stories that are told about us are narratively (re)constructed and evaluated. This class draws upon media theory (e.g., Marshall McLuhan) and narrative theory (e.g. Walter Fisher's narrative paradigm) as it pertains to creating, interpreting, and evaluating stories in the digial age. In particular, this course addresses the opportunities and challenges of creating stories for different media, the requisite skill sets needed for telling stories in different media, and an understanding of how audiences interpret and evaluate stories across different media platforms. Prerequisite: None. **3 hrs.**

COM 646 Engaging Community in the Digital Age
Engaging Community in the Digital Age: Society today faces many unanticipated, unexplored problems and challenges, and communities can come together to develop innovative solutions for a better tomorrow. As part of the Knight School of Communication mission to enhance digital and media literacy in Charlotte, in this course, students work together or in small groups to develop a digital community engagement project that aims to foster community and produce a solution to a particular social, civic, fiscal, or environemental problem or issue. The group nature of the course allows students to also explore group and team communication principles and practices, such as roles, norms, power, leadership, decision-making and problem-solving processes, and conflict. Prerequisite: None. **3 hrs.**

COM 650 Independent Study
Independent Study: A student collaboratets with a supervising professor to develop a program of directed readings and a research project that allows him or her to independently explore a particular area of interest that is not specifically covered within the existing curriculum. This course requires approval of the supervising professor and director of the graduate programs. **3 hrs.**

COM 655 Mediated Self and Changing Relationship
Mediated Self and Changing Relationships: This class investigates how specific digital and mediated platforms affect our understanding of essential interpersonal constructs such as relationship development and engagement, image management, the inevitable dialectical tensions of work-life balance, and the challendges and opportunities of creating private and public identities in a mediated landscape. In this class, students will study issues of identity by addressing how we compose our multiple and sometimes conflicting digital and media selves and how the presentation of our "work" self affects conceptions of our "private" self. This class seeks to address these essential questions by exploring the creation, development and negotiation of our multiple selves (i.e., identities) across a multitude of digital platforms. Prerequisite: None. **3 hrs.**

COM 658 Creativity and Networks
Creativity and Networks: This course explores both traditional and cutting-edge approaches to innovation. Creativity, collaboration, and design are still essential, yet contemporary organizations are realizing the potential of new ways of thinking, such as right-brain approaches to organizing and open innovation using digital and mediated tools. By building an authentic collaborative relationship among a community, organizations can tap into the creative potential of the crowd and harness the distributed knowledge of many. This course investigates how shifting communication processes have shaped knowledge, networks, and innovation. The course also explores how creativity and innovation can be fostered through curiosity, play, passion, connection, dialogue, experience, story-telling, and failure. Prerequisite: None. **3 hrs.**

COM 662 Mediated Construction of Life Cycles
Mediated Construction of Life Cycles: The goal of this course is to help students become better critical "readers" (i.e., consumers) of mediated texts by employing a variety of techniques of critical and cultural analysis. Much of what we know and understand about our work is symbolically represented in mediated tests. This class explores mediated constructions of critical life experiences (e.g., work-related milestones such as hiring, promotion, unemployment, and retirement, health diagnoses, birth, dying and death, relationship milestones) to highlight how and in what ways these mediated life experiences shape our conception of what is good, bad, desirable, and undesirable. Prerequisite: None. **3 hrs.**

COM 664 Organizational Identity and Brand
Organizational Identity and Brand: This course explores the ways organizations today craft and communicate an authentic brand identity. As the marketplace has changed, organizations, have had to find ways to differentiate and gain the competitive edge. Connecting with stakeholders through a clear and consistent identity that aligns with organizaitonal values and mission can increase profits as well as customer and employee loyality. This course highlights the mose effective ways to craft brand identity through authentic strategic messages and visual presentation disseminated through both traditional and mediate platforms. The course also investigates how social networks have changed and challenged efforts tto craft organizational identity and brand employees' personal identities are ultimately interdependent with organizaiton identity. Prerequisite: None. **3 hrs.**

COM 665 International Experience
International Experience: During this course, students parlticipate in hands-on exploration of communication environment of a country or countries in Europe, Asia, Africa, Latin America, or North America, with particular attention to the effect of the communication culture on organizations. The course requires attendance at pre-trip seminars and completion of all course assignments after the conclusioh of the travel experience. Prerequisite: None. **3 hrs.**

COM 668 Special Topics in Communication
Special Topics in Communication: This course intensively considers a single topic related to communication. Topics and

prerequisites vary depending on the topic and instructor. Repeatable as needed. **3 hrs.**

COM 670 Directed Topics in Communication
Directed Topics in Communication: Topics vary each term. Check the term schedule for specific topic descriptions. Repeatable for a total of 6 hrs. **1-3 hrs.**

COM 674 Social Entrepreneurship
Social Entrepreneurship: This course explores social entrepreneurship as a new model of corporate and civic social responsibility. While the corporation-society relationship has been debated for more than a century--with some arguing that asking organizations to be socially responsive is against capitalist notions of the free enterprise--most today realize the organizational and societal benefits to a business model that aims to benefit the triple bottom line--profit, people, and planet. This course investigates how entrepreneurial business principles, such as new ventures, risk, initiative, team building, and social networking can be leveraged to achieve social and environmental change while still creating financial gain. Programs such as micro or peer-to-peer lending and philosophies such as "paying it forward" and leveraging the social captial of the Internet are considered as viable means to evoke change. Prerequisite: None. **3 hrs.**

COM 675 Capstone Seminar in Communication
Capstone Seminar in Communication: This course is the final course for students admitted prior to the 2012-13 academic catalog. It requires students to integrate the major theories and principles from all of their courses so that the graduating student creates a defining perspective of the entire program of study. The course requires students to prepare and present a written comphrehensive exam and integrative project. Prerequisites: All other core courses from their catalog of entry (12 hours) and an additional 21 hours of course work. **3 hrs.**

COM 676 Visual Rhetoric and the Influence of Aesthetics
Visual Rhetoric and the Influence of Aesthetics: This course explores the ways visual aesthetics shape the consumption of messages and the interaction experience. With the variety of platforms available for disseminating messages today, it is vital to explore the role visual design plays in user/consumer experience and the ways information is processed and meaning is created and shared. The course investigates the ways visual consumption of messaging, including attention, feelings, and behaviors. Whether it be website design, graphic design, signs, art, cultural objects, or architecture, the course explores how best to creative a positive interaction experience bewteen the message creator and consumer. Prerequsite: None. **3 hrs.**

COM 680 Expanding Communication Boundaries
Expanding Communication Boundaries: This course kicks off a year-long process during which students reflect and integrate program learning into an articulated specialty area. First, students will reflects on the knowledge and skills gained from the program by creating a digital portfolio that showcases course projects and articulates key learning and personal and professional goals. Then, in a comprehensive exam, students will demonstrate competency and confidence in composing specific arguments related to a communication topic that solves a specific problem or meets a specific need. Finally, students will begin to integrate learning with personal interests and passions by creating a proposal for an original communication inquiry project that expands existing communication boundaries. The project will be completed in COM 681. COM 680 should be taken in the Fall term immediately prior to COM 681 in the Spring term of graduation. (On-ground: Offered every fall term.) **3 hrs.**

COM 681 Launching Passion into Practice
Launching Passion into Practice: In this course, students complete the communication inquiry project proposed and approved in COM 680. Students will continue to harness their curiosity, program learning, and passion to create an original project related to a specific communication topic. Students will aggregate theoretical, research, and digital and media literacies with new ways of thinking to develop an innovative project that showcases their mastery of a particular area of communication. Prerequisite: Successful completion of COM 680 with a B or higher and approval of a final project proposal. (On-ground: Offered every spring term.) **3 hrs.**

DANCE

DAN 101 Introduction to Dance
Introduction to Dance: Surveying different genres, this course will provide an introduction to the creative and analytical components of dance. Through lectures, readings, discussions, viewing and critical writing, students will cultivate an understanding of the way this art form contributes to social, cultural and historical movements. **4 hrs.**

DAN 240 Dance Techniques
Dance Techniques: This class will offer an in-depth exploration of the principles and technique of an individual dance form. Studio practice will be supported by reading and written word. Prerequisite: permission of the instructor. (Offered as needed.) **4 hrs.**

DAN 302 Dance Repertory
Dance Repertory: This class explores the aesthetic and interpretive issues that arise in preparing presenting dance performance. Student dancers will work with faculty choreographers in the creation or reconstruction of a performace piece for public sharing. Prerequisite: DAN 240, or permission of instructor. (Offered as needed.) **4 hrs.**

DAN 360 Dance Composition
Dance Composition: This studio-based class introduces the principle and techniques of dance choreography. Class will explore fundamental concepts related to movement generation, structuring, and performance. Assignments encourage kinesthetic awareness and personal expression. Prerequisite: DAN 240, or permission of instructor. (Offered as needed.) **4 hrs.**

ECONOMICS

ECO 203 Macroeconomics
Macroeconomics: This is an introductory survey of aggregrate economics principles; the scope and methods of economics, business organizations; money and prices, national income theory, economics stabilization policies and international trade. Prerequisite: None. (Offered fall and spring terms.) **3 hrs.**

ECO 204 Microeconomics
Microeconomics: This is a survey of economic principles, dealing with specific components of the economy and their application to economic problems; basic demand and supply theory; the theory of production and income distribution; agriculture, government regulation and labor organizations. Prerequisite: None. (Offered fall and spring terms.) **3 hrs.**

ECO 351 Money and Banking
Money and Banking: This is a study of the fundamental principles and practices of the money and credit systems of the United States.; financial institutions, commercial banking, the Federal Reserve System, monetary theories and policy. Prerequisites: ACC 207, ACC 208, ECO 203, and ECO 204. (Offered as needed) **3 hrs.**

ECO 355 American Capitalism
American Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economics and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. Cross-listed with BUS 355. Prerequisite: None. (Offered as needed.) **3 hrs.**

ECO 454 International Trade
International Trade: This course presents and applies the main

economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. Cross-listed as BUS 454. Prerequisites: ECO 203 and ECO 204. (Offered as needed.) **3 hrs.**

ECO 458 International Economics
International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economic integration, balance of payments and currency markets, and the conduct and efficacy of monetary and fiscal policies in an open economy. Cross-listed with BUS 458. Prerequisites: ECO 203, ECO 204, BUS 420, and junior or senior standing. (Offered as needed.) **3 hrs.**

EDUCATION

EDU 100 Teacher Cadet
Teacher Cadet: The Teacher Cadet course is an introduction to the teaching profession. Its main purpose is to engage students in the area of educational leadership through awareness activities and reflection. The curriculum includes simulations and other "hands-on" activities designed to teach students about the teaching profession. Students develop a greater understanding of the history of education; gain insights into the structure and functions of our schools and school systems; learn the stages and theories of child development and learning; and recognize the significance of teacher leadership and advocacy for the profession. There is also a clinical experience attached to this class for the students to teach lessons in a classroom with a cooperating teacher. (Offered as needed). **3 hrs.**

EDU 215 Foundations of Elementary Education
Foundations of Elementary Education: This course examines educational theory and practice in the United States within the context of historical, philosophical and sociological foundations. Candidates explore lesson planning for K-6 curriculum with emphasis on Common Core State Standards and NC Essential Standards. The study of principles and theories of psychology that have direct application to the classroom will also be addressed. A field experience is required. Prerequisite: None. (Offered every fall term.) **4 hrs.**

EDU 225 Needs of Diverse Learners
Understanding the Needs of Diverse Learners: This course investigates the similarities and differences in culture, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. The focus will be to examine various methods for teaching diverse learners and the importance of diversity within a K-12 curriculum. Prerequisite: None. (Offered every spring term.) **4 hrs.**

EDU 235 Exceptional Learners
Exceptional Learners: This cousre is designed to prepare candidates to effectively work with and teach students with exceptionalities. Emphasis will also be placed on helping candidates to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with exceptionalities. A field experience is required. Prerequisite: EDU 215. (Offered every fall term.) **4 hrs.**

EDU 245 Digital Literacies
Digital Literacies: This course will prepare educators in the use of information communication and technology (ICT) literacy skills. Candidates will explore the most effective technology tools and instructional practices currently being used in education as well as examine best practices for technology and digital literacy in 21st century classrooms. Candidates explore the elements of digital citizenship and how they provide the foundation for preparing students to be digitally responsible producers and consumers within the larger community. A field experience is required. Prerequisite: EDU 215. (Offered every fall and spring term.) **4 hrs.**

EDU 257 Foundations of Secondary Education
Foundations of Secondary Education: This course examines educational theory and practice in the United States within the context of historical, philosophical and sociological foundations. Candidates explore lesson planning for the 9-12 curriculum with emphasis on Common Core State Standards and NC Essential Standards. The study of the principles and theories of psychology that have direct applicaiton to the classroom will be addressed. Candidates begin to develop their philosophy and learning style in this course. A field experience is required. Prerequisite: None. (Offered every spring term.) **4 hrs.**

EDU 270 Educational Technology
Educational Technology: This course introduces future teachers to a wide range of computer based and Web 2.0 tools. Students will gain the tools to effectively identify, locate, evlauate, design and prepare lessons using educational technology as a resource in the classroom. Effective teachers can apply the National Educational Technology Standards for Students (NETS-S) as they implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students. A field experience is required. **3 hrs.**

EDU 299 Exploratory Internship in Education
Exploratory Internship in Education: This internship is to provide students with the opportunity to explore career options through on-site experiences in educational settings. This internship does not count toward the major. Instructor permission required. Repeatable for a total of 8 hrs.(Offered every fall and spring term.) **1-4 hrs.**

EDU 300 Teaching Fellows Course
Teaching Fellows Course: This course is designed to expose students identified as Teaching Fellows to the Charlotte-Mecklenburg School system. Candidates will participate in hands-on applications of education principles and community leadership. The course is designed to focus on the philosophies of teaching in North Carolina public schools, curriculum and instruction, and the developmental needs of K-12 students. Repeatable for a total of 24 hours. (Offered every fall and spring term.) **3 hrs.**

EDU 304 Classroom Management and Conflict Resolution
Classroom Management and Conflict Resolution: this course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A field experience is required. Prerequisite: EDU 215 **4 hrs.**

EDU 310 Educational Psychology
Educational Psychology: Study of those princiiples and theories of psychology that have direct applicaiton to the classroom. Emphasis will be planed on development, learning, motivation, classroom management and assessment. (Offered every summer term.) **4 hrs.**

EDU 315 Data Driven Instruction/Assessment
Data Driven Instruction: This course provides pre-service teachers with the tools necessary to assess and analyze assessment data to improve instruction and increase student academic achievement. A field experience is required. Prerequisite: EDU 215 or EDU 257. (Offered every fall term.) **4 hrs.**

EDU 325 Integrating Cultural Arts in the Classroom
Integrating Cultural Arts in the Classroom: This course teaches candidates how to integrate arts and movement into the classroom. Candidates will learn how to effectively integrate visual arts, theatre arts, music, dance and PE across all content areas. This course will help candidates see the importance of teaching children through interdisciplinary instruction. A field experience is required. Prerequisite: EDU 215. (Offered every fall term.) **4 hrs.**

EDU 345 Introduction to Balanced Literacy: Diagnostics and Overview
Introduction to Balanced Literacy: Diagnostics and Overview: This course teaches students how to identify, interpret, and prescribe strategies in order to meet the needs of individual learners in the areas of reading, writing, listening and speaking. Formal and informal diagnostic measures are studied. This course also examines spelling instruction through the lens of English orthographhy and analyzes the role of spelling literacy development. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every spring term.) **4 hrs.**

EDU 355 Schooling in the Context of Poverty and Working with English Language Learners
Schooling in the Context of Poverty and Working with English Language Learners: Candidates investigate stereotypes and misconceptions regarding low income students and families in the United States. Candidates learn and apply strategies to engage, motivate, and effectively teach students who live in poverty. We will also learn and apply the SIOP model and stratgies for teaching linguistically diverse learners. This will be accomplished through readings, observations, videos, discussions and experiential activities. Our focus will be to examine best practices and methods of teaching and understanding students living in poverty and English Language Learners. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every spring term.) **4 hrs.**

EDU 365 Introduction to Research
Introduction to Research: This course is an introduction to the educational research traditions, procedures, theories, and methods commonly utilized in educational settings. The emphasis is on the development of the skills needed to utilze existing research as well as application of these skills to conduct research and evaluation in a K-6 setting. This course fulfills the writing intensive requirement for the University. Prerequsite: Admission to the Teacher Education Program. (Offered every spring term.) **4 hrs.**

EDU 398 Topics International Preperation
Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience coruse. Students must earn a grade of C- or better (an average of 70) in order to participate in EDU 399. The total number of hours for EDU 398 and EDU 399 cannot total more than four total hours. Prerequisite: Junior standing and a 2.0 cumulative GPA. **1-4 hrs.**

EDU 399 International Experience
International Experience: The international experience component of EDU 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for EDU 398 and EDU 399 cannot exceed four total credits. Prerequisite: completion of EDU 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

EDU 415 Balanced Literacy for K-2 Learners
Balanced Literacy for K-2 Learners: This course provides knowledge of assessments, evaluation and strategies to meet the needs of all learners in a balanced approach to literacy. Target areas include: Word Study, writing, independent and supported reading and writing, and reading comprehension as appropriate in kindergarten, first and second grade classrooms. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) **4 hrs.**

EDU 425 Elementary Math Methods
Elementary Math Methods: This course examines methodologies for teaching mathematics in elementary school. Topics include lesson planning, integration of subject matter with real world topics, cooperative learning, mathematical practices, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) **4 hrs.**

EDU 435 Balanced Literacy for 3-6 Learners
Balanced Literacy for 3-6 Learners: This course provides knowledge of assessments, evaluation and strategies to meet the needs of all learners in a balanced approach to literacy. Target areas include: Word Study, vocabulary, writing, independent and supported reading and writing, and comprehension as appropriate in third, fourth, fifth and sixth grade classrooms. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every spring term.) **4 hrs.**

EDU 445 Elementary Science Methods
Elementary Science Methods: This course examines content specific pedagogical strategies for teaching science in elementary school. Topics include the use of inquiry in lesson planning and delivery, integration of subject matter with real world topics, cooperative learning, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) **4 hrs.**

EDU 455 Elementary Social Studies Methods
Elementary Social Studies Methods: This course examines methods, current trends and content of effective social studies teaching with emphasis on relationships among social science discipline areas in a multicultural society. Emphasis will be placed on developing thinking and problem solving skills as well as the relationship of social studies to other areas of elementary school curriculum and developing a classroom community. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) **4 hrs.**

EDU 465 Critical Issues in Elementary Education
Critical Issues in Elementary Education: Classroom Management, Law, Leadership: This course will examine the origin, development, and current status and trends of elementary school curriculum. This course will also explore social, historical, legal, political and philosophical issues that impact K-6 education nationally and internationally. Special emphasis will be placed on addressing classroom management, leadership, parental involvement, community service, and ethical advocacy. A year long student teaching experience begins in this course. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) **4 hrs.**

EDU 467 Critical Issues in Secondary Education: Classroom Management, Law, Leadership
Critical Issues in Secondary Education: Classroom Management, Law, Leadership: This course will examine the origin, development, and current status and trends of secondary education curriculum. This course will also explore social, historical, legal, political and philosophical issues that impact secondary education nationally and internationally. Special emphasis will be placed on addressing classroom management, leadership, parental involvement, community service, and ethical advocacy. A field experience is required. (Offered every spring term.) **4 hrs.**

EDU 470 Introduction to Gifted Education
Introduction to Gifted Education: An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; current problems, trends, and issues in gifted education. Foliotek registration required. **3 hrs.**

EDU 471 Social and Emotional Needs of Gifted Children
Social and Emotional Needs of Gifted Children: This course will focus on the theoretical and practical knowledge needed to support the social and emotional needs of gifted children. Special attention will be placed on current research of effective characteristics, personality traits, recognizing the signs of stress and distress and will explore ways to deal with perfectionism. Prerequisite: EDU 470. **3 hrs.**

EDU 472 Gifted Curriculum and Instruction
Gifted Curriculum and Instruction: This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environnment). **3 hrs.**

EDU 473 Models of Gifted Education
Models of Gifted Education: This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning. Socratic seminar, critical thinking, and creative problem solving. (Offered every summer term.) **3 hrs.**

EDU 475 Integrating the Elementary Curriculum
Integrating the Elementary Curriculum: This course examines curriculum, planning and development of skills relating content across the curriculum with an emphasis on content area reading, vocabulary instruction, writing, and comprehension. Candidates will explore a variety of best practices in integration and differentiation to meet the needs of all students. A field experience is required. Prerequisite: Admission to the Teacher Education Program. (Offered every fall term.) **4 hrs.**

EDU 477 Literacy Integrated in Content Area
Literacy Integrated in the Content Areas: The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension and vocubulary-building methodologies. How reading is used in the diverse classroom is explored. A field experience is required. (Offered every fall term.) **4 hrs.**

EDU 485 Application and Practice: Elem STEM
Application and Practice: Elementary STEM: This course extends the content and methods taught in the mathematics and science methods courses. The emphasis is an application of science, technology, engineering and mathematics skills in the K-6 setting. A field experience is required. Prerequisite: Admission to the Teacher Education Program. A field experience is required. (Offered every fall term.) **4 hrs.**

EDU 487 Secondary Methods and Materials
Secondary Methods and Materials: This course explores the study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. Producing curriculum for diverse learners and understanding the needs of multiple students in the same general education classroom is explored. A field experience is required. Prerequisite to student teaching; normally to be taken in the senior year. (Offered every fall term.) **4 hrs.**

EDU 488 Foreign Language Methods and Materials in the K-12 Classroom
Foreign Language Methods and Materials in the K-12 Classroom: This course explores the study of teaching methods, resources, materials and strategies as related to teaching foreign languages and specific content area teaching. Producing curriculum for diverse learners and understanding the needs of multiple students in the same general education classroom is explored. A field experience is required. Prerequisite to student teaching; normally taken in the senior year. (Offered every fall term.) **4 hrs.**

EDU 489 Exploration of the Foreign Language
Exploration in the Foreign Language Classroom: This course explores the foreign language classroom and the methods and materials in a classroom setting in a lower or higher age group than that intended for student teaching. Candidates will examine teaching methods, resources, materials and strategies as related to the foreign language classroom. This course should be taken the semester before student teaching. A field experience is required. (Offered every fall and spring term.) **4 hrs.**

EDU 491 Seminar: Teaching 21st Century Learners
Seminar: Teaching 21st Century Learners: Candidates will gain deeper insight and methodology while working with 21st century learners in today's classroom. This course is taken with student teaching to support candidates as they use data and standards to develop materials and work with students in the classroom. Candidates focus on curriculum planning and developing differentiated learning practices in the classroom while targeting specific students for intervention. Candidates use data from student teaching to assist in making decisions about curriculum and management. (Offered every fall and spring terms.) **2 hrs.**

EDU 495 Professional Internship in Elementary Schools
Professional Internship in Elementary Schools: This course is the culminating experience for pre-service teachers and will include directed observation and student teaching. This course fulfills the University's internship requirement. Student Teaching fee applies. Prerequisite: Approval by the Teacher Education Committee. (Offered every fall and spring term.) **12 hrs.**

EDU 496 Professional Internship in Foreign Language K-12
Professional Internship in Foreign Language K-12: This course is the Capstone course for pre-service teachers in Foreign Language. Student teaching bridges the world of the working teacher where theory and practice are implemented. There are supervised observations and each candidate is assigned a cooperating teacher to work with in the field. Seminars will be held bi-weekly. This course fulfills the University's internship requirement. Student teaching fees apply. Pre-requisite: Approval of the Teacher Education Committee. (Offered every fall and spring terms.) **12 hrs.**

EDU 497 Professional Internship in Secondary Schools
Professional Internship in Secondary Schools: This course is the cuminating experience for pre-service teachers and will include directed observation and student teaching. It is the practice of theory, clinical practice, and the work place. Seminars will be held bi-weekly.This course fulfills the University's internship requirement. Student Teaching fee applies. Prerequisite: Approval of the Teacher Education Committee. (Offered every fall and spring term.) **12 hrs.**

EDU 503 Educational Research and Evaluation
Educational Research and Evaluation: The purpose of this course is to teach candidates how to investigate and analyze various educational research findings. Candidates will apply this new knowledge by synthesizing their findings and creating a research proposal within a classroom setting. Candidates will be required to critically analyze research designs, explore and assess various research methods, comprehend basic statistical procedures, and interpret the data of current educational research findings. (Offered every fall term.) **3 hrs.**

EDU 504 Classroom Management and Conflict Resolution
Classroom Management and Conflict Resolution: This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A field experience is required. (Offered every fall and spring term.) **3 hrs.**

EDU 506 Research Methods I
Research Methods I: This course is an introduction to educational research traditions, procedures, theories and methods commonly utilized in educational settings. The emphasis is on the development of skills needed to utilize existing research as well as application of these skills to conduct research and evaluation in the content areas. Candidates will research and examine literature related to a problem which will be investigated in Research Methods II. Candidates will work with a University content area faculty member to determine an appropriate focus. (Offered every summer term.) **4 hrs.**

EDU 508 Methods: Teaching in Secondary School
Methods of Teaching in Secondary School: Candidates will examine teaching methods, resources, materials and strategies as related to secondary school teaching and specific content area teaching. Candidates will begin examining how to create lesson plans and units of study which will promote meaningful learning environments. (Offered every fall term.) **3 hrs.**

EDU 510 Educational Psychology
Educational Psychology: Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management, and assessment. (Offered every fall, spring and summer terms.) **3 hrs.**

EDU 513 Mathemathics Methods in Elementary Education
Mathematics Methods in Elementary Education: This course examines methodologies for teaching mathematics in elementary school. Topics include lesson planning, integration of subject matter with real world topics, cooperative learning, mathematical practices, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. (Offered every fall term.) **3 hrs.**

EDU 514 Educational Technology
Educational Technology: This course will prepare educators in the use of information communication and technology (ICT) literacy skills. Candidates will explore the most effective technology tools and instructional practices currently being used in education as well as examine best practices for technology and digital literacy in 21st century classrooms. Candidates explore the elements of digital citizenship and how they provide the foundation for preparing students to be digitally res ponsible producers and consumers within the larger community. A field experience is required. (Offered every fall and spring term.) **3 hrs.**

EDU 518 Foundations and Curriculum in Elementary Education
Foundations and Curriculum in Elementary Education: In this course candidates explore the K-6 curriculum with emphasis on the Common Core State Standards and NC Essential Standards, planning lessons, curriculum integration, instructional practice, differentiation of instruction for unique learner needs, classroom climate, and the use of the Internet for resources. Educational theory and practice in the United States will also be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education, major philosophical theories and their influence in school practice; the relationship between school and society. A field experience is required. (Offered fall and spring terms.) **3 hrs.**

EDU 524 Diagnosis and Correction of Reading Difficulties
Diagnosis and Correction of Reading Difficulties: This course teaches candidates how to identify, interpret, and prescribe strategies to meet the needs of those experiencing difficulty in reading. Formal and informal diagnostic measures are studied. Candidates learn effective reading comprehension strategies for K-6 students. A school experience of working with students who have reading difficulties is required. A field experience is required. (Offered every fall term.) **3 hrs.**

EDU 525 Diversity in Schools
Diversity in Schools: In this course we will investigate both the similarities and differences within the following areas: culture, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished through self-exploration and various activities. These topics will be discussed in terms of our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. (Offered every spring term.) **3 hrs.**

EDU 527 Teaching Reading and Other Language Arts
Teaching Reading and Other Language Arts: An in-depth study of literacy development focusing on social, cognitive, and linguistic foundations. Critical reading of professional literature to extend knowledge base and assist candidates in developing a philosophy of writing instruction emphasizing the writing process, the challenges of the diverse classroom, and the integration across content areas. Demonstration of various instructional approaches and strategies to promote a print-rich environment and to teach children to effectively use syntactic, semantic, grapho-phonic, and pragmatic cueing systems and comprehension of story. Competency in planning learning experiences that incorporate the communication processed in all curricular areas. Common Core State Standards will be used as basis for K-6 lesson development. A field experience is required. (Offered every spring term.) **3 hrs.**

EDU 528 Resarch Methods II
Research Methods II: This course continues the work started in Research Methods I. Candidates design and implement a content-based research study. This course emphasizes the various ways to organize and analyze qualitative and quantitative data. University content area faculty members will collaborate with candidates to support their data collection and analysis. Prerequisite – Research Methods I. (Offered every fall term.) **4 hrs.**

EDU 529 Content Area Reading
Content Area Reading: Candidates will examine research which supports the most effective strategies within their content areas and analyze and evaluate teacher effectiveness. Topics include long-term unit planning and delivery, integration of subject matter, cooperative learning, assessment techniques, problem solving, use of technology, curriculum integration and classroom management. (Offered every summer term.) **4 hrs.**

EDU 530 Data Driven Instruction/Assessment
Data Driven Instruction & Assessment: This course provides candidates with the tools necessary to assess and analyze assessment data to improve instruction and increase student achievement. (Offered every fall term.) **4 hrs.**

EDU 533 Science Methods in Elemenatry Educations
Science Methods in Elementary Education: This course examines content specific pedagogical strategies for teaching science in elementary school. Topics include the use of inquiry in lesson planning and delivery, integration of subject matter with real world topics, cooperative learning, assessment techniques, problem solving, the use of technology and curriculum integration. A field experience is required. (Offered every fall term.) **3 hrs.**

EDU 540 Social Studies Methods and Materials in Elementary Education
Social Studies Methods and Materials in Elementary Education: This course examines effective methodologies for teaching Social Studies in the elementary school with focus on reflective writing, valuing a multicultural environment, National standards and Common Core State Standards will guide student learning. Cooperative learning, group process, and inquiry models will be used in planning lessons. Multi-faceted assessment techniques will be practiced. (Offered every summer term.) **3 hrs.**

EDU 548 Content and Vocabulary Development in Elementary Education
Content and Vocabulary Development in Elementary Education: In this course the importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies, including spelling instruction that relies on an understanding of English orthography and ways children develop as spellers. Candidates will analyze the role of spelling in literacy development and indentify the characteristics of how children read, write and spell in the stages of literacy development. A field experience is required. (Offered every fall term.) **3 hrs.**

EDU 551 Teacher as Researcher
Teacher as Researcher: This course describes the nature and

purposes of collaborative action research and how the action research process is used to improve the quality of classroom instruction and school climate. Candidates will formulate a research question, review relatied literature, and plan and carry out their own research in school settings. The learning product of this course will be a paper or project to be presented at the Action Research Symposium. Corequisite: EDU 552. (Offered every fall term.) **2 hrs.**

EDU 552 Seminar and Reflective Practice
Seminar and Reflective Practice: Candidates will use case studies, research and reflective writing to expand and modify the three components: instructional practice, unique learner needs, and classroom climate of their Performance Based Licensure portfolio. Candidates will serve as mentors for preservice teachers and lead seminar discussions. Corequisite: EDU 551. (Offered every fall term.) **1 hr.**

EDU 581 Digital Literacy for K-12 Classrooms
Digital Literacy for K-12 Classrooms: This course prepares educators in the use of information communication and technology (ICT) literacy skills. This course will introduce many of the most common technology tools and instructional practices currently being used in schools. Candidates will revisit best practices for technology and digital literacy in 21st century classrooms. **3 hrs.**

EDU 582 Digital Citizenship
Digital Citizenship: This course will focus on exploring and understanding the nine elements of digital citizenship. Candidates will examine how each of these elements of digital citizenship can be applied to what is taught in the classroom as well as preparing students to be digitally responsible producers and consumers within the larger community. **3 hrs.**

EDU 583 Integrating Technology into the Lanague of Arts, Math, Social Studies and Science Curricula
Integrating Technology into the Language Arts, Math, Social Studies & Science Curricula: This course is an in-depth study of NC K-12 computer skills and technology curriculum. Emphasis is placed on the development of strategies, materials, and staff development to integrate technology into content-related curricula. **3 hrs.**

EDU 584 Promoting 21st Century Literacies
Promoting 21st Century Literacies: This course will focus on an understanding of 21st century skills and themes and it will engage students in discussions, activities, and projects related to issues of information, media, and visual literacies. Emphasis is placed on developing an understanding of the ethical and legal issues surrounding the access and use of information, evaluating social and cultural differences in order to collaborate effectively with others from a range of social and cultural backgrounds, examining how media can influence beliefs and behaviors, and utilizing appropriate visual media creation tools **3 hrs.**

EDU 585 Technology Facilitation and Evaluation in Schools
Technology Facilitation and Evaluation in Schools: This course provides educators with knowledge, skills, and dispositions to integrate technology into K-12 settings, develop workshops that provide in-service teachers with technology skills and the knowledge to integrate technology in appropriate ways into the curriculum, and provide input into hardware and software related decisions at the school level. In addition, it introduces development of instructional analyses, strategies, and formative/summative evaluation methods. **3 hrs.**

EDU 586 Clinical Internship
Clinical Internship: This course provides candidates with an opportunity to apply what they have learned in their coursework into their own classrooms and schools. This internship will be in their own classroom with the support of a University technology specialist to assist in implementing technology and media-rich lessons **3 hrs.**

EDU 595 Internship-Foreign Language Classroom
Internship in a Foreign Language Classroom: Directed observation and teaching in a designated classroom. **3 hrs.**

EDU 599 Internship-Elementary Graduate Studies
Professional Internship--Elementary Graduate Students: Directed observation and student teaching in selected schools, grades K-6. Seminars are scheduled throughout this period. Student Teaching fee applies. (Offered every fall and spring term.) **12 hrs.**

EDU 601 Education Research and Evaluation
Educational Research and Evaluation: Candidates will investigate: empirical, logical and conceptual research problems; methods and procedures of qualitative and quantitative research; interpret research; write reviews of related literature; and participate in library research. Candidates will also critically analyze research designs, explore and assess various research methods, acquire a conceptual knowledge of statistical procedures and interpret results of research findings. (Offered every fall term.) **3 hrs.**

EDU 608 Diversity in Schools
Diversity in Schools: Investigates similarities and differences within cultures, races, gender, ethnicity, socio-economic status, religion and exceptionality in schools including AIG, ELL and student of poverty. Provides candidates with a broad base of knowledge and skills to increase effectiveness in meeting the needs of diverse learners. (Offered every summer term.) **3 hrs.**

EDU 610 Building Community
Building Community: It has become increasingly important for school executives to build strong community relationships. From family partnership programs, to business outreach and partnerships as well as civic organizations, this course will examine multiple models for building strong shared relationships between schools and all stakeholders, including district and state board personnel. This course is related to Question number 2 in identifying the targets that will help schools move toward where they want to be in the future. **3 hrs.**

EDU 612 Leading Diversity
Leading Diversity: This course explores issues, problems, and opportunities related to education in a diverse, democratic, pluralistic society and promotes the value of diverse learning communities. This course investigates similarities within cultures, races, gender, ethnicity, socio-economic status, religion and exceptionality in schools. **3 hrs.**

EDU 615 Word Study
Word Study: This course examines spelling instruction that relies on an understanding of English orthography and how children develop as spellers. Candidates analyze the role of spelling in literacy development; identifies the characteristics of how children read, write, spell and develop meaning in the stages of literacy development. Candidates learn to implement effective vocabulary instruction across the curriculum. (Offered every summer term.) **3 hrs.**

EDU 630 Foundations of Reading
Foundations of Reading: Provides an overview of the reading process, including reading readiness, comprehension, word recognition, diagnosis, methods of instruction and related language acquisition processes. (Offered every spring term.) **3 hrs.**

EDU 631 Supervision to Improve Instruction
Supervision to Improve Instruction: In this course, interns will explore the challenges of supervision. Rather than the traditional approaches of the past, interns will investigate the paradigm shift toward coaching teachers with an emphasis on professional growth. Such topics as shared leadership, collegiality, and effective teaching strategies to improve instruction will be discussed. **3 hrs.**

EDU 640 Teaching of Writing
Teaching of Writing: Provides theories, research and critical issues related to students' writing development and effective writing instruction. Candidates learn to implement the writing process

across the curriculum. Prerequisites: EDU 601, EDU 630. (Offered every spring term.) **3 hrs.**

EDU 642 Leading in a Global Society
Leading in a Global Society: Leaders do not adapt to change; they drive change. School executives globally appear to be at the heart of change. This course will not only provide a firm understanding as to the history of the principalship in a strong background in leadership theory and research applications, but will also address the school executive's role as a visionary and a curriculum leader. The challenge of implementing change and developing systemic leadership along with the day-to-day management of schools and current trends in the profession will be discussed. **3 hrs.**

EDU 646 Professional Learning Communities
Professional Learning Communities: This course will lead interns to explore what is necessaary to lead schools through the process of moving from a traditional school culture to professional learning communities. As interns develop an Action Plan for continuous school improvement, they will understand the importance of allocating resources to better support learning and designing a system that emphasizes student-centered learning. **3 hrs.**

EDU 650 Assessment, Diagnosis and Instruction to Remediate Reading Difficulties
Assessment, Diagnosis and Instruction to Remediate Reading Difficulties: Candidates examine causes of reading disabilities, diagnostic instruments, standards and informal assessment procedures, report writing, and materials and methods of instruction of an atypical reader. Candidates work with individual students or small groups to assess, diagnose and implement effective literacy instruction. Corequisite: EDU 660. (Offered every summer term.) **3 hrs.**

EDU 652 Leading in Human Resources and Finance
Leading in Human Resources and Finance: This course will address the practices and skills that help the school executive to understand personnel functions with a focus on recruitment, development and retention of school personnel coupled with the financial skills needed to lead a fiscally sound school. Interns will look at the development of outside resources so necessary in today's schools. **3 hrs.**

EDU 660 Practicum in Reading Diagnosis
Practicum in Reading Diagnosis: A comprehensive practicum that involves the supervised assessment of the reading and Language Arts abilities of children and adolescents. In a supervised clinical experience, candidates develop, administer, interpret, and score formal and informal tests, write case reports, and analyze reading and language arts problems. (Offered every summer term.) **6 hrs.**

EDU 661 Student Teaching
Student Teaching: This course is the culminating experience for MAT Secondary candidates. Observations will be conducted and candidates will attend seminars. Pre-requisite: all courses must be completed before student teaching and candidates must earn a grade of C or better in each course. (Offered every spring term.) **10 hrs.**

EDU 662 Classroom Management Seminar
Classroom Management Seminar: In this course candidates will explore various environments of high school education as well as how to manage adolescent behavior. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. Co-requisite: EDU 661. (Offered every spring term.) **1 hr.**

EDU 663 Professional Development Seminar
Professional Development Seminar: This course is designed to support candidates during their student teaching with special emphasis on professional development. Candidates will learn how to access resources for ongoing professional development, plan professional development, as well as design a personal professional development plan to improve instructional practices and improve student learning outcomes. Co-requisite: EDU 661. (Offered every spring term.) **1 hr.**

EDU 667 Education Law and Ethics
Education Law and Ethics: This course will focus on both the ethical and legal dimensions of leadership. Internships will examine legal cases and ethical dilemmas and explore such topics as due process, search and seizure, staff evaluation, and church/state conflicts which wiill give them the knowledge necessary to understand and prevent legal problems. The course also reviews legal and/or ethical issues related to equal opportunity, bilingual education, sexual discrimination and harassment and the education of exceptional children. This course will be important to on-going continuous school improvement, which is the framework for the MEL program, and the implementation of the Action Plan to improve student achievement. **3 hrs.**

EDU 668 Internship Foreign Lang uage Classroom
Internship in the Foreign Language Classroom: Candidates will complete an internship in which they will teach and be observed in a designated classroom in a level of K-12 schooling that is not at the level of student teaching. (Offered every fall term.) **3 hrs.**

EDU 670 Current Issues and Practices in Literacy
Current Issues and Practices in Literacy: Theories, research and instructional methods associated with reading and the language arts; questions of effectiveness related to instructional approaches and materials. (Offered every fall term.) **3 hrs.**

EDU 671 Curriculum Development and Implementation
Curriculum Development and Implementation: This course focuses on the role of effective leadership in the process of curriculum development and implementation in schools. While topics will include the theoretical foundations, models for curriculum development, and curricular processes, interns will focus on their roles as change agents in the process. Interns will be looking at their own schools to determine where they want their schools to be through the lens of school mission, purpose, vision, and student expectations. **3 hrs.**

EDU 676 Improving Instruction Using Data
Improving Instruction Using Data: This course will prepare interns to understand and use sound procedures for gatherine and synthesizing data to make instructional decisions and assist teachers to use a variety of assessments to improve student achievement. Interns will use achievement data to identify gaps and cause analysis. This study will find answers to real questions about real schools and be part of a plan to implement school change in the schools where the interns will be leading. **3 hrs.**

EDU 680 Action Research
Action Research: Examines the nature and purpose of collaborative action research and how the action research process is used to strengthen literacy and improce school climate. Candidates will formulate a research question, plan and carry out their own research in school settings. The learning product of this course is a paper or project to be presented at the Action Research Symposium. (Offered every spring term.) **3 hrs.**

EDU 690 Seminar in Collaborative Leadership and Professional Development
Seminar in Collaborative Leadership and Professional Development: Seminar focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders including: mentoring, staff-development, coaching school-wide literacy program development and assessment, supporting the action research of teachers, and developing partnerships with parents and community volunteers. (Offered every spring term.) **3 hrs.**

EDU 695 School Executive Internship I
School Executive Internship I: The internship is design for the final two semesters of the Master of Educational Leadership Program. Interns will be required to complete a minimum of 100 clock hours to be documented in an Internship Log and reflective paper. The interns will meet certain duties and activities prescribed by the

School of Education in collaboration with their mentors or designees. The tasks outlined will show a variety of leadership responsibilities and school tasks and will align with the NC Standards for School Executives. Interns will continue to develop an Action Plan for School Improvement (Capstone Project) during this course. **3 hrs.**

EDU 696 School Executive Internship II
School Executive Internship II: Interns will continue the tasks outlined in EDU 695 with a minimum of 100 clock hours documented in an Internship Log and a reflective paper. Candidates will complete the capstone project and present their findings to the school staff as part of the requirements for completing the graduate program. A letter of verification from the school principal or mentor will be required. **3 hrs.**

EDUC 402 Diagnosis and Correction of Reading Difficulties
Diagnosis and Correction of Reading Difficulties: Teaches students how to identify, interpret, and prescribe strategies to meet the needs of individual learners focusing on a Balanced Literacy Approach. Formal and informal diagnostic measures are studied. A school experience of working with students who have reading difficulties is required. A 10 hour field experience is required. Prerequisite: EDUC 401. (Offered every fall term.) **3 hrs.**

EDUC 435 Word Study
Word Study: Examines spelling instruction that relies on an understanding of English orthography and way in which children develop as spellers. Analyzes the role of spelling in literacy development; identifies the characteristics of how children read, write and spell in the stages of literacy development. Prerequisite for majors only: EDUC 224. **3 hrs.**

EXECUTIVE MBA

EMB 610 The Big Picture
The Big Picture: Semester one provides a framework for understanding the discipline of management as an integrated whole. The concepts and analytical tools of management are introduced and put to use in the context of developing a "big picture" understanding of management. Participants will begin their leadership development activities including an intensive self-assessment and work with a personal management coach. By the end of the semester, each participant will have developed a holistic appreciation of basic analytical concepts and will have begun to use some new ideas and approaches to management in the workplace. Specific topics covered in the first semester include business strategy, relevant cost, financial accounting, tradeoff analysis, marketing management, organizational behavior, history of capitalism, microeconomics, decision structures, probability assessment, and business ethics. *Pass/Fail.* **12 hrs.**

EMB 620 Anatomy of the Enterprise
Anatomy of the Enterprise: During the second semester, participants develop a deeper understanding of the ways organizational activities are structured and the internal and external driving forces behind decisions and direction. Classroom work in this semester further develops the use of analytical concepts and highlights the integrated nature of organizations by examining the interrelated flows of resources, information, products, and people. This term develops a deeper understanding of organizational structure and operation and further investigates the integrated nature of the organization by examining the interrelated flows of funds, materials and projects. Coursework during the second term includes cost accounting, working capital management, forecasting models, materials management, capacity planning, market environments, technology management, human resource management, macroeconomics, and managing risk. *Pass/Fail.* **12 hrs.**

EMB 630 Control and Development
Control and Development: The third semester continues examination of the enterprise with emphasis on the competitive and regulatory environments. Work in this term further develops the theme of interrelated business functionalities and objectives. Understanding the organization in the external environment and management's role in rationalizing, controlling and developing the processes and activities of the firm stretches the participant's ability to think and reason in strategic terms. The detailed examination of the enterprise during the third semester expands understanding of integrated business functions and begins to focus on the external environment. The concepts of rationalizing, controlling and developing the organization's activity begin to develop the strategic relationship of the enterprise to its environment. Classroom activity during the third semester will include management accounting, capital budgeting, investments, operating strategies, marketing strategy, international economics, competitive strategies, communication, and the legal environment of business. *Pass/Fail.* **12 hrs.**

EMB 640 Managing Strategically
Managing Strategically: Semester four extends the concept of controlling and directing the enterprise. Relationships between the organization's internal environment and the highly competitive and rapidly changing external environment are emphasized. The semester's coursework includes budgeting, controlling, capital structure, financial strategy, competitive decision-making, negotiation, corporate communication, and the international environment. The business leader's role as an organizational prime mover is examined and experienced through a team-based entrepreneurial project which requires presentation of a thoroughly developed business plan to a panel of successful entrepreneurs. *Pass/Fail.* **12 hrs.**

EMB 671 International Experience
International Experience: This is an interactive educational experience which includes a hands-on exploration of the economic, business and cultural environment of specific areas of the world. The destinations and focus of the trip are provided several months prior to departure. There are required pre-trip and post-trip sessions. *Pass/Fail.* **3 hrs.**

EMB 672 Consulting Project
Consulting Project: This is a team-consulting project conducted under the guidance of a faculty member on some specific strategic issues for the benefit of a nonprofit organization. *Pass/Fail.* **3 hrs.**

ENGLISH

ENG 204 Introduction to Professional Writing
Introduction to Professional Writing: This course takes you out of the realm of writing academic papers to the workplace to focus on writing documents for decision-making professionals. You'll learn pertinent skills that professional writers use daily: how to conduct in-depth research, how to tune your style to a particular audience, and how to write clearly and persuasively. You'll write everything from a press release to a proposal, include blog posts, case studies, and white papers. You'll critique each other's work, in speech and on the page. Finally, you'll investigate the new and evolving role of the professional writer. Prerequisite: QEN 101. (Offered fall and spring terms.) **4 hrs.**

ENG 205 Introduction to Literary Studies
Introduction to Literary Studies: This course provides an introduction to the field of English studies and research, with emphasis on the key tools for analyzing and research literary works in their respective contexts, including literary terms, genres, critical theory, and advanced writing skills. Required of all students who plan to major in Literature. The course should be taken before or immediately after the declaration of the Literature major. This course fulfills the University writing-intensive requirement. Prerequisite: QEN 101. (Offered every spring term.) **4 hrs.**

ENG 206 Introduction to Creative Writing
Introduction to Creative Writing: Study of principles and forms of creative writing. The course will include special attention to observation and reflection, form and meaning, modern usage and effective expression. Prerequisite: None. (Offered every semester.) **4 hrs.**

ENG 207 Practicum in Composition Theory
Practicum in Composition Theory: As an introduction into composition theory and writing center theory, this course will examine the theories and practices for teaching, tutoring and critiquing writers at the postsecondary level.Through field work in the Writing Center, students will receive professional experience in writing instruction by working as peer tutors and by participating in the creation of a community of writers. Emphasis through readings will be on the social and collaborative nature of writing. This course is required to qualify as a Writing Center consultant, but is open to any student who wants to engage in working with writers. Prerequisite: QEN 101. (Offered every fall term.) **4 hrs.**

ENG 210 Survey of British Literature I
Survey of British Literature I: This course offers a historical survey and critical exploration of the major periods, genres and attitudes of English literature from the Anglo-Saxon period and the Middle Ages through the Renaissance. Primarily for sophomores, ENG 210 not be taken before ENG 220, but both should be taken early in the major as foundations for later courses. Prerequisite: None. (Offered every fall term.) **4 hrs.**

ENG 220 Survey of British Literature II
Survey of British Literature II: This course offers a historical survey and critical exploration of major periods, genres and attitutdes of English literature from the 18th century thorugh 19th century Romanticism and Realism to the Modern period. ENG 210 and ENG 220 should be taken early in the major as foundations for later courses. Prerequisite: none. (Offered every spring term.) **4 hrs.**

ENG 230 Survey of American Literature
Survey of American Literature: This course offers a historical survey and critical exploration of the major periods, genres and attitudes of American literature, from the earliest days of European settlement through the American Renaissance of the 19th century of the upheavals and cultural changes of modern American. ENG 230 should be taken early in the major as foundation for later courses. Prerequsite: None. (Offered every fall term.) **4 hrs.**

ENG 240 Topics in Literature and History
Topics in Literature and History: In a study of the reciprocal influences of culture and history, this course will examine the literary and cultural productions associated with specific historical events and moments, such as the Civil War, the Great Migration, the Cold War, and the upheavals of the 1960s. This course may be repeated once for credit with a different topic. Prerequisite: none. (Offered every even spring term.) **4 hrs.**

ENG 251 Topics in Cultural Studies
Topics in Cultural Studies: This course will examine different kinds of cultural artifacts, from traditional literary forms to film, music, television shows, comib books, and other forms of popular culture. In studying cultural artificats, we'll examine different ways of representing gender, race, ethnicity, sexual orientaiton, and national identity as we try to understand how individuals are affected by the cultural forms they experience, create and consume. The course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every even fall term.) **4 hrs.**

ENG 300 Topics in Global Literature
Topics in Global Literature: This course will offer intensive explorations of different cultures through the study of selected authors and literary movements around the world. We will focus on themes of colonization, immigration, cultural identity, alienation, gender roles, sexuality, family life and social class. This course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every fall term.) **4 hrs.**

ENG 304 Advanced Professional Writing
Advanced Professional Writing: In this course, students will both expand the scope of professional writing forms and further hone the writing skills found in ENG 204. Specifically, students will write longer documents, such as reports, case studies, and white papers. In addition, students will write a series of documents to build a digital story: blog, social media posts, and short video scripts. To help students become better professional writers, they will perform in-depth research, pay special attention to audience, and tailor their writing styles to best suit the medium they're writing in. Fimally, to emulate the practices of professional writers, students will share and evaluate what they write through workships and presentations. Prerequisites: QEN 101 and ENG 204. (Offered every fall term.) **4 hrs.**

ENG 306 Studies in Selected Authors
Studies in Selected Authors: This course will offer an intensive study of the works of a single author, with an emphasis on biographical and cultural contexts and the development of characteristic themes and techniques. The focus of this class will change regularly and will include such authors as Jane Austen, Emily Dickinson, and others. This course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every fall term.) **4 hrs.**

ENG 307 Writing of Creative Nonfiction
Writing of Creative Nonfiction: An intensive study of the writing of creative nonfiction, focusing on advanced techniques of exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based. Prerequisite: ENG 206. (Offered every third term in rotation with ENG 308 and ENG 310.) **4 hrs.**

ENG 308 Writing of Poetry
Writing of Poetry: An intensive study of the writing of poetry, focusing on a command of image, figurative language, lineation, form, and other aspects of craft and prosody. Instruction and discussion are revision based. Special attention will be given to scholarly criticism of contemporary poetry. Prerequisite: ENG 206. (Offered every third term in rotation with ENG 307 and ENG 310.) **4 hrs.**

ENG 309 Medieval and Renaissance Literature
Medieval and Renaissance Literature:This course will explore significant works of Medieval and Renaissance English literature and their development of genres and themes such as epic adventures, romance, chivalry, God(s), law and order, revolution, and national identity. Authors and their works will be examined in their literary and cultural contexts; their continued relevance will also be evaluated. Emphasis on authors, genres, or these may vary. Prerequisite: QEN 101. (Offered every odd fall term.) **4 hrs.**

ENG 310 Writing of Fiction
Writing of Fiction: An intensive study of the writing of short fiction, focusing on a command of point of view, plot and the use of selective detail to evoke both character and setting. Students will be expected to write approximately 30 pages of completed work, with extensive revision over the course of the term. Prerequisite: ENG 206. (Offered every third term in rotation with ENG 307 and ENG 308.) **4 hrs.**

ENG 311 Seminar in Creative Writing
Seminar in Creative Writing: A close examination of issues of craft and genre in creative writing, in which students will study contemporary and canonical works to better understand their formal and technical elements. Topics for the seminar will vary from year to year and may focus intensively on a single genre or corss genres. This course may be repeated once for credit with a different topics. Prerequisite: ENG 206. (Offered every fall term.) **4 hrs.**

ENG 313 Shakespeare Studies
Shakespeare Studies: Exploration of Shakespeare's body of works and their treatment of prevalent themes such as love, death, power, justice, and identity. The course considers such themes across genres--the genres of poetry and drama, as well as comedy, tragedy, history, and romance. This investigation of one of the most influential authors of all time will assess his works in their literary and cultural contexts, and in doing so, will also evaluate their literary and cultural impact. Prerequisite: QEN 101. (Offered every spring term.) **4 hrs.**

ENG 318 Topics in Advanced Rhetoric
Topics in Advanced Rhetoric: An open topics writing cousre, ENG 318 offers students the opportunity to study issues of academic, political, social, or cultural significance through the analysis of rhetoric in a particular context. This course may include a discussion of particular genres. In this course, students will interpret and analysze rhetorical strategies employed in visual, print, and digital texts. Students may repeat this course for up to 8 credit hours under different subtitles. Prerequisites: QEN 101 and ENG 204. (Offered every spring term.) **4 hrs.**

ENG 319 Literary Publishing/Editing Signet
Literary Publishing/Editing: Signet: This course combines the study of contemporary literary publishing and the practical skills of magazine production in literary creative arts. Students will analyze the literary magazine using as their texts noteworthy print and digital journals. Students will also product Signet, Queens' literary magazine, and be exposed to all levels of the editorial process, with special attention given to soliciting and reviewing submissions of poetry, fiction, creative essays, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. All potentail Signet editors must first take ENG 319; English majors are strongly encouraged to take this course. This course includes a publishing lab that may be taken independently for 1 hr credit. Prerequisite: second semester sophomore standing. (Offered every spring.) **4 hrs.**

ENG 319L Literary Publishing Lab: Signet
Literary Publishing Lab: Signet: This publishing laborartoy gives practical experience in the editorial process which special attention given to soliciting and reviewing submissions of poetry, fiction, creative essay, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. This course may be repeated for a maximum of 4 hrs. (Offered every spring term.) **1 hr.**

ENG 325 Studies in Literary Genres
Studies in Literary Genres: Each literary genre--the novel, the poem, the short story, the essay, and the drama--has its own distinct techniques and historical development. This course will focus on an intensive study of a single genre. Topics will change regularly, and the course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every odd spring term.) **4 hrs.**

ENG 326 Studies in Literary Movements
Studies in Literary Movements: From the British Romantics to the American Transcendentalists, from the Lost Generation to the Harlem Renaissance, writers and artists throughout literary history have often consciously identified themselves as parts of movements, pushing their forms and their culture in new directions. This course will focus on specific movements at specific moments in literary history. We will examine the forces that drove these artists together, their common affinities and interests, and sometimes the forces that tore them apart. Topics will change regularly, and the course may be repeated once for credit with a different topic. Prerequisite: QEN 101. (Offered every even fall term.) **4 hrs.**

ENG 329 Modernism
Modernism: "Make it new," Ezra Pound said at the beginning of the 20th century, as writers and artists around the world struggled to come to grips with vast cultural and historical changes. In this course, we'll study how Modernist writers reinvented literary forms and techniques and searched for new values to sustain them in a rapidly changing world. Prerequisite: QEN 101. (Offered every even fall term.) **4 hrs.**

ENG 332 African American Literature
African American Literature: Critical examination of work by African American authors and of movements within the African American literary tradition, which has developed both within and outside the dominant American culture. Topics may include the slave-narrative tradition, the Harlem Renaissance, Black protest novels, literary explorations of the African Dispora, African American literary theory and the development of the African American literary identity. Prerequisite: QEN 101. (Offered every even spring term.) **4 hrs.**

ENG 334 Jewish Literature
Jewish Literature: This course will explore many traditions and themes of Jewish literature, both in Europe and America. We'll examine shifting definitions of Jewish identity, the experience of anti-semitism and The Holocaust, and struggles over assimilation in American life. Prerequisite: QEN 101. (Offered every even fall term.) **4 hrs.**

ENG 335 Topics in Gender Studies
Topics in Gender Studies: This course will serve as a general introduction to women's literature, often focusing on individual writers or groups of writers. Topics may examine major theoretical approaches and debates in the study of gender and sexuality. Topics with a theoretical focus will give particular attention to the intersection of culture, representation, and identity, with a focus on the social and political contesxts in which women writers work. The cousre may be repeated once for credit with a different topics. Prerequisite: QEN 101. (Offered every odd spring term.) **4 hrs.**

ENG 398 Topics International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in ENG 399. The total number of hours for ENG 398 and ENG 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 cumulative GPA. **1-4 hrs.**

ENG 399 International Experience
Interntional Experience: The international experience component of ENG 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ENG 398 and ENG 399 cannot exceed four total hours. Prerequiisite: completion of ENG 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

ENG 444 Capstone Workshop in Poetry
Capstone Workshop in Poetry: This course allows students the opportunity to strengthen their skills in the writing of poetry and to develop materials for the Senior Portfolio. Part of the course will be devoted to individual work on the portfolio with the student's faculty advisor. Prerequisite: ENG 307, ENG 308 or ENG 310. (Offered every spring term.) **4 hrs.**

ENG 447 Capstone Workshop in Prose
Capstone Workshop in Prose: This course allows students the opportunity to strenghten their skills in writing of fiction or creative nonfiction and to develop material for the Senior Portfolio. Part of the course will be devoted to individual work on the portfolio with the student's faculty advisor. Prerequisite: ENG 307, 308 or ENG 310. (Offered every fall semester.) **4 hrs.**

ENG 450 Professional Writing Capstone
Professional Writing Capstone: The capstone focuses on the completion of a digital portfolio of writing samples, including sustained and reflective writing. the process of developing and shaping the portfolio will include collaboration, workshops, and presentations. The capstone is designed to help students develop materials for applications for jobs or graduate school and to move directly into the next stages in their careers as writers, graduate students, or professional. Prerequisites: ENG 204, ENG 206 ENG 309 and two-other 300 level courses. (Offered every spring term.) **4 hrs.**

ENG 455 Independent Study in Literature
Independent Study in Literature: Independent study of a topic in drama, ficiton, creative nonfiction, poetry and/or literary or cultural theory resulting in a research paper. Prerequisites: junior or senior student in the Major, minimum 3.000 grade point average in English, completion of at least eight hours of upper-level English or Drama courses and permission of the department. (Offered as

needed.) **1-4 hrs.**

ENG 460 Critical Writing Seminar
Critical Writing Seminar: As the capstone course for Literature majors, this course will examine different styles of critical writing. Students will write scholarly essays based in research and the application of literary theory and will experiement with critical forms that incorporate elements of creative nonfiction. Each student will produce a capstone paper that will be accompanied by a public presentation and will submit a portfolio of critical writing. Prerequisite: all other core courses for the Literature major and at least two 300-level courses. (Offered every spring term.) **4 hrs.**

ENG 502 Fiction Workshop
Fiction Workshop: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is a part of a small groupo and is revision-based. ENG 502/504/506 are repeatable for up to a total of 24 hours, or by permission of the program administration. *Pass/Fail.* **2 hrs.**

ENG 504 Fiction Workshop
Fiction Workshop: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is a part of a small group and is revision-based. ENG 502/504/506 are repeatable for a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **4 hrs.**

ENG 506 Fiction Workshop
Fiction Workshop: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is a part of a small group and is revision-based. ENG 502/504/506 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **6 hrs.**

ENG 512 Poetry Workshop
Poetry Workshop: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythym, form and other elements of poetry. All instruction and discussion is a poart of a small group and is revision-based. ENG 512/514/516 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **2 hrs.**

ENG 514 Poetry Workshop
Poetry Workshop: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is a part of a small group and is revision-based. ENG 512/514/516 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **4 hrs.**

ENG 516 Poetry Workshop
Poetry Workshop: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is a part of a small group and is revision based. ENG 512/514/516 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **6 hrs.**

ENG 522 Creative Nonfiction Workshop
Creative Nonfiction Workshop: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is a part of a small group and is revision based. ENG 522/524/526 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **2 hrs.**

ENG 524 Creative Nonfiction Workshop
Creative Nonfiction Workshop: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is a part of a small group and is revision-based. ENG 522/524/526 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **4 hrs.**

ENG 526 Creative Nonfiction Workshop
Creative Nonfiction Workshop: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is a part of a small group and is revision-based. ENG 522/524/526 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **6 hrs.**

ENG 532 Dramatic Writing Workshop
Dramatic Writing Workshop: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is a part of a small group and is revision-based. ENG 632/534/536 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **2 hrs.**

ENG 534 Dramatic Writing Workshop
Dramatic Writing Workshop: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is a part of a small group and is revision-based. ENG 532/534/536 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **4 hrs.**

ENG 536 Dramatic Writing Workshop
Dramatic Writing Workshop: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is a part of a small group and is revision-based. ENG 532/534/536 are repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **6 hrs.**

ENG 544 Fiction Tutorial
Fiction Tutorial: An intensive study of the writing of fiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is one-on-one between instructor and students and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. Graded: Pass/Fail. *Pass/Fail.* **4 hrs.**

ENG 554 Poetry Tutorial
Poetry Tutorial: An intensive study of the writing of poetry, focusing on advanced techniques of prosody, imagery, metaphor, rhythm, form and other elements of poetry. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **4 hrs.**

ENG 564 Creative Nonfiction Tutorial
Creative Nonfiction Tutorial: An intensive study of the writing of nonfiction, focusing on advanced techniques of narration, exposition, descriptive detail, scenic development, point of view, and other elements of nonfiction. All instruction and discussion is one-on-one between instructur and student and is revision-based. This course is repeatable for up to a total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **4 hrs.**

ENG 574 Dramatic Writing Tutorial
Dramatic Writing Tutorial: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is one-on-one between instructor and student and is revision-based. This course is repeatable for up to a

total of 24 credit hours, or by permission of the program administration. *Pass/Fail.* **4 hrs.**

ENG 581 Guided Reading in Creative Writing
This course provides an opportunity for an individually designed program of directed readings that are directly applicable to the student's own writing. This course is repeatable for up to 8 credit hours or by approval of the program administration. *Pass/Fail.* **1 hr.**

ENG 582 Guided Reading in Creative Writing
Guided Reading in Creative Writing: This course provides an opportunity for an individually designed program of directed readings that are directly applicable to the student's own writing. This course is repeatable for up to 8 credit hours or by approval of the program administration. *Pass/Fail.* **2 hrs.**

ENG 584 Guided Reading in Creative Writing
Guided Reading in Creative Writing: This course provides an opportunity for an individually designed program of directed readings that are directly applicable to the student's own writing. This course is repeatable for up to 12 credit hours or by approval of the program administration. Fall and spring, or by permission of the program administration. Graded: Pass/Fail. *Pass/Fail.* **3 hrs.**

ENG 651 Special Topics
Special Topics: A close examination of issues of craft and genre in creative writing, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for up to 9 credit hours or by permission of the program administration. *Pass/Fail.* **1 hr.**

ENG 652 Fiction Craft Seminar
Fiction Craft Seminar: A close examination of issues of craft and genre in the writing of fiction, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics of the seminar vary. This course is repeatable for 10 credit hours or by permission of program administration. *Pass/Fail.* **1 hr.**

ENG 653 Poetry Craft Seminar
Poetry Craft Seminar: A close examination of issues of craft in the composition of poetry, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for 10 credit hours or by permission of the program administration. *Pass/Fail.* **1 hr.**

ENG 654 Creative Nonfiction Craft Seminar
Creative Nonfiction Craft Seminar: A close examination of issues of craft and genre in the writing of nonfiction, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for 10 credit hours or by permission of the program administration. *Pass/Fail.* **1 hr.**

ENG 655 Dramatic Writing Craft Seminar
Dramatic Writing Craft Seminar: A close examination of craft and genre in the writing of screen- and stage-plays, in which students will analyze contemporary and canonical works to explicate their formal and technical elements. Topics for the seminar vary. This course is repeatable for 10 credit hours or by permission of the program administration. *Pass/Fail.* **1 hr.**

ENG 656 Gateway I: Reading as a Writer
Gateway I: Reading as a Writer: A series of seminars in all offered genres designed to train students to read and analyze creative work as professional creative writers do, Part of the Gateway series of seminars aimed at the professional development of creative writers. Offered in the spring to students in their first or second terms. *Pass/Fail.* **4 hrs.**

ENG 657 Gateway II: Literary Reviewing
Gaeway II: Literary Reviewing: A series of seminars in all offered genres designed to train students in the writing of professional-level literary reviews or treatments of screenplays. Pary of the Gateway series of seminars aimed at the professional development of creative writers. Offered in the Fall to students in their first or second terms. *Pass/Fail.* **4 hrs.**

ENG 658 Gateway III: Shaping a Book
Gateway III: Shaping a Book: A series of seminars in all offered genres designed to introduce students to the structural considerations of a book-length work or complete stage- or screenplay. Part of the Gateway series of seminars aimed at the professional development of creative writers. Offered in the Spring to students in their third or fourth terms. *Pass/Fail.* **4 hrs.**

ENG 659 Gateway IV: Teaching Creative Wrtg
Gateway IV: Teaching Creative Writing: A series of seminars in all offered genres designed to train students in the teaching of creative writing. Part of the Gateway series of seminars aimed at the professional development of creative writers. Offered in the Fall to students in their third and fourth terms. *Pass/Fail.* **4 hrs.**

ENG 671 Creative Thesis
Creative Thesis: Independent development, in consultation with a faculty advisor, of a book-length work of poetry, creative nonfiction, fiction or a screen- or stage-play. This course is repeatable for up to 9 credit hours. *Pass/Fail.* **1 hr.**

ENG 673 Creative Thesis
Creative Thesis: Independent development, in consultation with a faculty advisor, of a book-length work of poetry, creative nonfiction, fiction or a screen- or stage-play. This course is repeatable for up to 9 credit hours. *Pass/Fail.* **3 hrs.**

ENG 681 Creative Writing Capstone Project
Creative Writing Capstone Project: Independent development of a general audience or scholarly essay and presentation on an element of the craft or profession of creative writing. Repeatable for up to 2 credit hours or by permission of the program administration. *Pass/Fail.* **1 hr.**

ENG 682 Graduating Requirements
Graduating students attend a final graduating residency where they give a public reading from their thesis, give and attend craft presentations for their fellow students, and attend a special series of seminars designed to orient candidates to life after the MFA. *Pass/Fail.* **1 hr.**

ENG 690 Latin American Cultural Seminar
Latin American Cultural Seminar: A series of seminars designed to address a specific topic of Latin American culture, related to the residency city. This course is required for all students attending the MFA residency in Latin America. (Offered every summer.) Graded: Pass/fail. *Pass/Fail.* **0 hrs.**

ENG 701 One Book Semester
One Book Semester: A non-degree program where participants spend 26 weeks working on a draft of a single book-length manuscript with a professional editor from a major publishing house. Credit from the One Book semester may be applied toward the MFA degree, should program participants choose to enroll. (Offered every fall and spring terms.) Graded pass/fail. *Pass/Fail.* **12 hrs.**

ENVIRONMENTAL SCIENCE

ENV 100 Environmental Topics
Environmental Topics: This course introduces first-year and transfer students to the innovative and unique programs in Environmental Science and Environmental Studies. Students will explore the different facets of their program and will have an opportunity to hear from alumni and others pursuing careers in various Environmental fields. (Offered every fall term.) **1 hr.**

ENV 140 Environmental Science and Society
Environmental Science and Society: This course is a broad

introduction to the study of selected environmental issues confronting modern society. Scientific principles are considered for a basic understanding of environmental problems, and some attention is given to the role of science and technology in the development of possible solution. Lab fee appliles. **4 hrs.**

ENV 210 Geology
Geology: This course covers Earth properties and the dynamics of geologic systems to provide a basic understanding of the resources, environments, and evolution of our planet. The course considers Earth materials, interior structure of the planet, Earth surface processes, landform development, environmetnal geology, and physical evolution of the Earth. Specific topics include minerals and rocks, plate tectonics, ocean basins, continent, river and groundwater systems, glaciers, volcanism and earthquakes. Laboratory or field work. This course requires two weekend field trips. Lab fee applies. (Offered every spring term.) **4 hrs.**

ENV 220 Introduction to Geospatial Sciences
Introduction to Geospatial Sciences: This course is a broad and hands-on introduction to spatial thinking, geospatial sciences, and geospatial technologies. Using software such as Google Earth and ArcGIS, students will be exposed to basic concepts, techniques, and practical skills in cartography, Global Positioning Systems (GPS), Geographic Information Systems ("GIS), and Remote Sensing. No previous experience in GIS ior geospatial science is necessary. **4 hrs.**

ENV 225 Data Analysis for Natural Sciences
Data Analysis for Natural Sciences: An introduction to the statistical concepts necessary for analyzing data generated through research in the natural sciences. This course will introduce the student to data description, the basics of probability, and hypothesis tests using examples fromj environmental science, biology, biochemistry, medicine. Access to Microsoft Excel is required. Prerequisites: ENV 140 or BIO 202 or CHM 111 or permission of instructor. **4 hrs.**

ENV 230 Conservation Biology
Conservation Biology: This course focuses on the protection and management of biodiversity. Topics include space conservation, causes and consequences of declines in global biodiversity, habitat fragmentation, management approaches, biological reserve design, restoration of ecosystems, sustainable use of biological resources, and the roles of conservation biologists in policy making. Prerequisite: ENV 100 and BIO 202, or permission of instructor. **4 hrs.**

ENV 245 Environmental Economics
Environmental Economics: Markets depend upon the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economics solutions to environmental problems. Some topics will be investigated through case studies or problems and policies in the United States and abroad. **4 hrs.**

ENV 250 Topics in Environmental Science
Topics in Environmental Science: This course provides an opportunity for students and faculty to pursue a subject that is not offered on a regular basis in the curriculum. May be repeated for a total of 8 credit hours under different subtitles. Lecture and laboratory hours may vary.Lab fee may apply. **4 hrs.**

ENV 300 Investigations in Environment Science
Investigations in Environmental Science: This course introduces students to critically reading and researching scientific literature, as well as scientific research proposal writing. The course also addresses issues dealing with ethical conduct as a scientist. This course fulfills the writing intensive requirement. Prerequisite: ENV 140 or permission of instructor. **4 hrs.**

ENV 310 Physical Geography
Physical Geography: The simple ingredients of water, soil, rocks, and gravity combine to produce wonderfully complex landscapes on earth. In order to learn how the each works, this course examines how earth's physical processes (r.g., hydrology, geology, geomorphology, climatology) create and modify those landscapes. The design and execution of field research techniques in physical geography (field notes, sketching, soil and water sampling, and mapping) will be emphasized through team and individual research project. Briefly considered is how landscapes affect other natural phenomena such as vegetation and wildlife. Lab fee applies. Prerequisite: ENV 140 or permission of instructor. **4 hrs.**

ENV 320 Geographic Information Systems
Geographic Information Systems: Geographic Information Systems (GIS) is a powerful computer toool used not only for making maps, but also for managing and analyzing information shown on the map. This course aims to provide students a combination of mapping theory and practical knowledge of ArcGIS software. Prerequisite: ENV 220 or permission of instructor. **4 hrs.**

ENV 325 Environmental Philosophy
Environmental Philosphy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environment justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate position on these issues. **4 hrs.**

ENV 340 Sustainabiltiy and Society
Sustainability and Society: This course examines the interplay of scientific knowledge and society's values in the context of environmnetal issues. Specific topics may include natural ecosystems, human population, energy, transportation, and/or pollution. Students will apply their learning in at least one curricularly integrated community engagement experience. Prerequisite: QLC 160 or QLC 260. **4 hrs.**

ENV 391 Environmental Science Lab Assistant
Environmental Science Lab Assistant: Practical experience as a laboratory assistant in the department. Repeatable for a total of 2 hrs. Prerequisite: 8 hours of environmental science with a grade of B or better and permission. *Pass/No Record.* **1 hr.**

ENV 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grad eof C- or better (an average of 70) in order to participate in ENV 399. The total number of hours for ENV 398 and ENV 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

ENV 399 International Experience
International Experience: The international experience component of ENV 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for ENV 398 and ENV 399 cannot exceed four hours total. Prerequisite: completion of ENV 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

ENV 410 Environmental Soil Science
Environmental Soil Science: This course will examine the components and processes of soil, a dynamic, complex, multi-dimensional environmental system. Soil is a global natural resource vital for water, nutrient, and energy cyclilng, food production, and environmental conservation. Topics covered will include soil physical, chemical, and biological properties and functions; water, nutrient and energy cycles; plant growth; land use and environmetnal quality; and impacts on society and culture. This course will instill awareness of soil as a basic natural resource, the use and exploitation of which has considerable influence on human

society and life in general. This course requires significant field and lab work. Lab fee applies. Prerequisite: ENV 210 or permission of instructor. **4 hrs.**

ENV 420 Advanced Geographic Info Systems
Advanced Geographic Information Systems: This course covers advanced techniques for the manipulation and analysis of geospatial data, and focuses on automated approaches to geographic feature overlay, feature selection and analysis, topology processing, raster processing, and data conversion. Prerequisite: ENV 320 or permission of instructor. **4 hrs.**

ENV 430 Environmental Impact Assessment
Environmental Impact Assessment: This course will review the roles of governmental agencies, scientists, consultants and the general public in the development and analysis of Environmental Site Assessments (ESAs). Students will build on prior knowledge as they conduct site reviews consistent with local and federal guidelines for phase I and II environmental site assessments. The techniques covered are typically used by private consulting firms and government agencies to protect and manage environmental reshources. This inter-disciplinary course will involve group assignments and frequent field work. Prerequisites: 8 hours of courses in Environmental Science, Chemistry or Biology. **4 hrs.**

ENV 440 Environmental Sustainability
Environmental Sustainability: Sustainability has been defined as the ability to meet present needs without compormising the ability of future generations to meet their needs. In this course, students will use previous educational experience as a foundation for exploring the principles and applicaitons of sustainability theory and will investigate the costs and benefits of trying to achieve sustainability. Sustainability theory and practices will be explored in the context of energy use, food production, water use, mineral resource use, and urban development. This course emphasizes environmental sustainability, with recognition that it is inextricably linked to economic and social sustainability. Prerequisite: ENV 140 and ENV 245. **4 hrs.**

ENV 490 Environmental Science Research
Environmental Science Research: Opportunity for directed and individual investigation in envrionmental science resulting in a formal report, thesis or manuscript. A research proposal with a proposed budget must be submitted and approved by the departmentt in the prior semester. May be repeated for credit for projects lasting more than one semester. Prerequisite: CHM 300 or ENV 300 or BIO 300 and Junior standing or permission of the instructor. **2-4 hrs.**

ENV 495 Environmental Science Capstone Seminar
Environmental Science Capstone Seminar: This course will focus on the application of critical thinking, quantitative reasoning and research skills developed in previous courses. Students will create and present a final project based on previous in-course or directed resaerch projects as a culminating experience in the major. Prerequisite: Junior standing and 20 credit hours in chemistry, biology or environmental science, or permission of instructor. **2 hrs.**

FINANCE

FIN 360 Corporate Finance
Corporate Finance: This course introduces the basic concepts, principles and analytical techniques of corporate financial management. Topics include financial statement analysis, time value of money, valuation of stocks and bonds, the relationship between risk and return, cost of capital, capital budgeting, and long-term financing decisions. Emphasis is placed on understanding how financial decisions affect from value in a risk-return framework. Prerequisites: ACC 208, ECO 203, ECO 204, and MAT 111. (Offered fall, spring and summer terms.) **3 hrs.**

FIN 370 Investment Analysis
Investment Analysis: This course relates the economic and investment environment to security investment decisions. It includes an introduction to the concepts and techniques relevant to the formulation of investment objectives, strategies and policies for individual and institutional investors and an elementary treatment of portfolio theory and the capital asset pricing model. Prerequisite: FIN 360. (Offered spring term.) **3 hrs.**

FIN 372 Financial Planning
Financial Planning: This course presents an overview of consumer financial issues including long term and short term credit vehicles, estate planning, tax management, insurance instruments, and bankruptcy. The course focuses on money management for long term wealth accumulation. In addition, the course provides insight into the function of the financial services industry and their role in wealth management. (Offered spring and summer terms.) **3 hrs.**

FIN 376 Financial Markets and Institutions
Financial Markets and Institutions: This course describes the various financial markets and the financial institutions that serve those markets. The course will focus on the behavior of major financial institutions, including commercial banks, and their role in the intermediation process as suppliers of funds to the money and capital markets. Other topics include primary and secondary financial markets, treasury and agency securities markets, municipal securities markets, financial futures markets, and stock markets in the U.S. and worldwide. Prerequisite: FIN 360. (Offered spring term.) **3 hrs.**

FIN 380 Fundamentals of Banking
Fundamentals of Banking: This course provides the foundation for understanding commercial banking in the financial services industry, primarily from a financial and performance perspective. Development of baseline skills in comparative financial analysis will be emphasized. Additional focus areas include: sources of funds, liquidity and investments, credit risk and the overall regulatory environment. Prerequisite: FIN 360. (Offered fall and spring terms.) **3 hrs.**

FIN 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in FIN 399. The total number of hours for FIN 398 and FIN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

FIN 399 International Experience
International Experience: The international experience component of FIN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for FIN 398 and FIN 399 cannot exceed four total hours. Prerequisite: completion of FIN 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

FIN 473 Commercial Lending Analysis
Commercial Lending Analysis: This course introduces the qualitative and quantitative analytic tools for commercial leanding. Topics include debt financing rationale, operating cycle analysis, financial statement analysis, cash flow analysis, pricing/profitability models, negotiation and industry/market analysis. Students will learn tools to assess inherent risk and how to create structure/support to mitigate risk. To demonstrate proficiency, students will analyze a commercial loan request with presentation of their analysis and structuring proposal to a panel of lending professionals. with successful completion of this course, students will be eligible to sit for the RMA Credit Skills Certificate exam. Students will also have the opportunity to network with local lending/credit/risk professionals through the risk management association. Prerequisite: FIN 360. **3 hrs.**

FIN 474 Intermediate Corporate Finance
Intermediate Corporate Finance: This course provides an in-depth study of financial theory, analysis and application in selected areas. Topics include advanced valuation techniques, risk and return, cost

of capital, capital structure theory and policy, dividend policy, capital budgeting, real options, mergers and acquisitions, and working capital management. Prerequisite: FIN 360. (Offered fall term.) **3 hrs.**

FIN 477 Security and Fixed Income Analysis
Security and Fixed Income Analysis: This course examines the analysis of equity and fixed income securities. Equity security analysis topics include characteristics of equity markets, types of equity securities and their characteristics, fundamental analysis, and valuation of individual equity using dividend discount, free cash flow, and relative valuation techniques. Fixed income securities analysis topics include the types and characteristics of fixed-income securities, fixed income markets, yield spread analysis, analysis of credit risk and interest rate risk, fixed income valuation and return analysis, and valuing bonds with embedded options. (Offered fall term.) **3 hrs.**

FIN 478 International Finance
International Finance: This course introduces students to international financial management including exchange rate determination, interest rate parity and purchasing power parity relationships, international Fisher Effect, transaction and operating exposure, hedging and speculation with derivatives, international financial markets, and international cost of capital, capital structure, and capital budgeting techniques. Prerequisite: FIN 360. (Offered fall term.) **3 hrs.**

FIN 479 Financial Policy
Financial Policy: This capstone course uses a case approach to problem-solving in areas including corporate financial management, investments, portfolio management, international finance, financial institutions, and ethics. Students will write case reports, make formal presentations of findings and results, and prepare detailed financial analyses using spreadsheets. Students will frequently work together in groups on various projects and case assignments. Prerequisites: FIN 370, FIN 474. Pre or corequisites: FIN 376, FIN 477, and FIN 478. **3 hrs.**

FIN 480 Financial Derivatives
Financial Derivatives: This course focuses on options, futures, and other financial derivatives. Topics include the various types of derivative instruments and their characteristics, options markets and option pricing models, forward markets, futures markets, swap markets, and credit derivatives. Emphasis is placed on the use of derivatives for hedging and speculative motives. Prerequisite: FIN 360. (Offered fall term.) **3 hrs.**

FIN 481 Portfolio Analysis and Management
Portfolio Analysis and Management: This course covers topics related to managing investment portfolios including developing an investment policy statement, modern portfolio management concepts, asset allocation, behavioral finance, active versus passive investment strategies, equity styles, portfolio monitoring and rebalancing, selecting securities for inclusion in investment portfolios, analyzing portfolios performance, and managing individual/family investment portfolios, managing institutional portfolios, and ethical and professional standards. Modifying portfolio risk and return attributes using options and futures will also be explored. Prerequisite: FIN 360. (Offered spring term.) **3 hrs.**

FIN 483 Bank Management
Bank Management: This course is designed to provide extended banking coverage, including organizational constructs, risk management tools, acquisitions and mergers. It will serve as the capstone course for the banking curriculum, utilizing a web-based bank simulation to focus on decision-making using available information to achieve management and shareholders' performance objectives. Prerequisite: FIN 380. (Offered spring term.) **3 hrs.**

FIN 492 Topics in Finance
Topics in Finance: This course is designed to investigate and evaluate current topics or specialized areas in finance. Course topics area announced the term preceding the offering. Prerequisite: To be determined for each specific course offered. (Offered as needed.) **3 hrs.**

FIN 495 Independent Study in Finance
Independent Study in Finance: This course provides as opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Prerequisite: Senior finance major with a 3.00 grade point average in the major. (Offered as needed.) **1-3 hrs.**

FRENCH

FRN 101 Elementary French I
Elementary French I: This course introduces the fundamental elements of the French language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French as well as demonstrate cultural awareness. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

FRN 102 Elementary French II
Elementary French II: This course is a continuation of FRN 101 and focuses on the fundamental elements of the French language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and should be able to demonstrate further cultural awareness. Prerequisite: FRN 101, placement exam, or permission of instructor. (Offered every spring term.) **4 hrs.**

FRN 220 Intermediate French I
Intermediate French I: This course provides a review and expansion of the essential skills of the French language. Emphasis is on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectivetly, accurately, and creatively about the past, present, and future. Prerequisite: FRN 102, placement exam, or permission of instructor. (Offered every fall term.) **4 hrs.**

FRN 230 Intermediate French II
Intermediate French II: This course provides a review and expansion of the essential skills of the French language. Emphasis is on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. Prerequsite: FRN 220, placement exam, or permissoin of instructor. (Offered every spring term.) **4 hrs.**

FRN 305 Interactive Cultural Exploration
Interactive Cultural Exploration: This course is optional for qualified students participating in the language immersion program offered through the Center for International Education. This independent study will consist of a series of papers done by the student in the target language. All research, investigation, and interviews needed to complete these papers must be done while the student is in the country where the study program takes place. Prerequisite: FRN 220, FRN 230, and permission of instructor.(Offered as needed.) **1-4 hrs.**

FRN 310 Grammar: Solving the Puzzle
Grammar: Solving the Puzzle: A thorough review and expansion of French grammar. This course fulfills the writing intensive course requirement. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 320 Written Expression
Written Expression: Application of the principles of French grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 340 Vital Conversations
Vital Conversations: Builds oral proficienty and awareness of French cultures through discussions, debates and presentations with stress on pronunciation, intonation, and correct modes of expression; writing activities support speaking. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 350 Francophone Civilizations and Cultures
Francophone Civilizations and Cultures: This course will give students a better understanding of the diverse nature of Francophone countries and increase their knowledge of the history and civilizations associated with those countries. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 351 French Civilization and Culture
French Civilization and Culture: This course will give students a better understanding of the history, civilization and culture of France. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 360 A Taste of Literature
A Taste of Literature: The study of major literary works with the goal of understanding some of the important cultural, socioeconomic and political ideas that have shaped French society. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 370 Topics in French Studies
Topics in French Studies: Course designed to address a specific topic or area of French Studies. Topic will be announced the term preceding the offering. May be repeated with different topics for a total of 12 hrs. Prerequisite: FRN 220 and FRN 230, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in FRN 399. The total number of hours for FRN 398 and FRN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

FRN 399 International Experience
International Experience: The international experience component of FRN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for FRN 398 and FRN 399 cannot exceed four total hours. Prerequisite: completion of FRN 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

FRN 400 Directed Study in French
Directed Study in French: An independent study of a topic of interest to a student, or an internship. Projects must require the use of the French language. Prerequisite: Two 300 level courses, or permission of instructor. (Offered as needed.) **1-8 hrs.**

FRN 410 The Nuances of Grammar
The Nuances of Grammar: Intensive grammatical review with emphasis on the more difficult concepts of French grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. This course fulfills the writing intensive course requirement. Prerequisite: Two 300 level courses, or permission of instructor. (Offered as needed.) **4 hrs.**

FRN 420 Capstone Seminar in French
Capstone Seminar in French: The capstone seminar is a Senior-level course for French majors in which students are required to integrate the diverse body of knowledge and skills gathered throughout the school years with the aim of producing an original research paper on culture, literature, solving a problem, or any other topic that is previously approved by the capstone director. The Capstone is completed during the fall of the student's senior year. (Offered every fall term.) **4 hrs.**

HEALTH

HLT 101 Introduction to Health Promotion
Introduction to Health Promotion: This is the foundational course for Health Promotion majors. Students will define health promotion and population based health. Topics introduced in this course include health literacy, health communication, health programming, patient and population centered care, and health education. No preprequisite. (Offered every fall term.) **4 hrs.**

HLT 102 Introduction to Health Sciences
Introduction to Health Sciences: This is the foundational course for Health Sciences majors. Students will define and anlyze the breadth of the health sciences. Topics include identification of common skill sets for healthcare providers and educators, common sources of information for healthcare, educating patients, cultural issues as they intersect with healthcare, and advocacy as a responsibility of healthcare providers. Prerequisite: None. (Offered every term.) **4 hrs.**

HLT 200 Introduction to Public Health
Introduction to Public Heallth: This course examines multiple dimensions of the public health field, including how the public's health is protected. Students will study a variety of social, economic, and political pressures and how they may influence the health of populations. Students will explore current ethical public health dilemmas, gaining an awareness of potential conflicts between the rights of an indvidual with those of society. No prerequisite. (Offered every fall term.) **4 hrs.**

HLT 201 Health Research and Informatics
Health Research and Informatics: This course introduces students to the research process using real world scenarios members of the Health Promotion profession will face. Students will learn to review literature in the health field, use informatics to gather data, develop research questions, propose research methods, target populations, and communicate and educate others on research findings. Topics include research ethics, research tools, health imformatics, education, evidence-based practice and proposal design. Students in this course will learn and apply APA writing style. This course meets the university requirement for a discipline-based writing intensive course. Prerequisites: MAT 131 and either HLT 101 or HLT 102. (Offered every spring term.) **4 hrs.**

HLT 300 Epidemiology for Health Sciences
Epidemiology for Health Sciences: This course provides a basic understanding of the patterns and determinants of disease in a population. Students will use an epidemiologic framework and methods to explore the role of epidemiology in preventative and clinical medicine, disease investigation, program evaluation, and public policy. Key concepts include classification of disease, incidence and prevalence, causation and outbreak investigation, life tables, and screening. No prerequisite. (Offered every spring, offered in the fall as needed.) **4 hrs.**

HLT 301 Health Strategies and Interventions
Health Strategies and Interventions: In this course, students learn practical skiils in selecting and applying health strategies and education to individuals and populations. Strategies, education, and interventions will extend beyond health individuals to address prevalent diseases and disorders. Focus will be on matching strategies and interventions based upon a needs assessment and likelihood of success using an evidence-based practice with the interdisciplinary healthcare team for successful implementation. Topics include focused assessment/root cause analysis, effective and culturally responsive strategies in health promotion and education, quality assurance, and working with the interdisciplinary healthcare team for successful implementation. Prerequisites: HLT 201, BIO 213, Pre or corequisite: BIO 214. (Offered every spring term.) **4 hrs.**

HLT 328 US Healthcare Systems
US Healthcare System: This course encompasses a critical examination of the healthcare system in the United States, building from an introduction of local, state, national, international, public, for-profit, and not-for-profit dimensions of this complex system. Historical, sociopolitical, cultural, and economic factors and implications for consumers and healthcare professionals are explored. No prerequisite. (Offered every fall and spring term.) **4 hrs.**

HLT 390 Special Topics in Health Promotion
Special Topics in Health Promotion: This course provides an opportunity for the study of various topics/issues in the field of health promotion not offered on a regular basis. The topics/issues and prerequisites for each section of this course may vary. Students may repeat the course but not the topic/issue. Repeatable for a total of 12 hrs. (Offered as needed.) **4 hrs.**

HLT 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international exerience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in HLT 399. The total numnber of hours for HLT 398 and HLT 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

HLT 399 International Experience
International Experience: This is the international experience component of HLT 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for HLT 398 and HLT 399 cannot exceed four total hours. Prerequisite: Completion of HLT 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

HLT 401 Health Promotion Senior Seminar
Health Promotion Senior Seminar: In this course, students will reflect and synthesize prior learning and internship experiences through the development of a health promotion and education programs from concept through evaluation. The conceptual framework for this course is the National Commission for Health Education Credentialing Seven Areas of Responsibility competencies and sub-competences.Prerequisites: HLT 301, HSS 385 and senior standing in the major. (Offered every spring term.) **4 hrs.**

HLT 402 Senior Seminar in Health Sciences
Senior Seminar in Health Sciences: In this course, students will reflect and synthesize prior learning and internship experiences through a variety of case studies progressing from the individual human to the healthcare system. Students will respond to the case studies based on their individual plans for the future and based on diverse roles and responsibilities of select healthcare providers. Prerequisite: Senior standing in the major. HLT 301. Pre or corequisite: HLT 328 and PHL 305. (Offered every spring term.) **4 hrs.**

HONORS

HNR 110 Honors Gateway Seminar
Honors Gateway Seminar:This course is for students who have been selected for the Honors Program. This course is designed to introduce first semester, first year students to the Honors experience at Queens. In this course, students have an opportunity to 1) meet and work with other gifted and motivated students; and 2) sharpen analytical, research, and writing skills by investigaating a variety of topics, which vary from year to year. The importance of inquiry and process in critical thinking and writing skills will be emphasized. May serve as a substitute for QEN 101. (Offered every fall term.) **4 hrs.**

HNR 120 Honors Seminar
Honors Seminar: This course is for students who have been selected for the Honors Program. This cousre is designed to introduce second semester, first year students to the Honors experience at Queens. An interdisciplinary seminar examining significant ideas and methods of inquiry, the course centers on questions not directly addressed by other university courses. Specific topics vary from year to year and are announced in the term prior to being ttaught. Significant levels of reading and writing are required. (Offered every term.) **4 hrs.**

HNR 400 Honors Connects
Honors Connects: Usually taken in the student's final semester at Queens, this course extends the findings of Honors students' departmental capstone projects to the wider commuinity, at Queens and beyond. Pre-or corequisite: Honors Capstone in the student's major field. **2 hrs.**

HUMAN SERVICE STUDIES

HSS 100 Introduction to Human Service Studies
Introduction to Human Service Studies: This course introduces the historical development of the human service professional and models of service delivery. Topics include the philosophy, values, concepts, language, problems and broad scope of human services issues, as well as exposure to various agencies and policies. Prerequisite: None. (Offered every term.) **4 hrs.**

HSS 200 The Helping Relationship
The Helping Relationship: In this course students learn interpersonal, reflective, and assessing skills for supporting individuals in need. Students will learn theory and apply skills that are facilitative to the helping relationship through both didactic and experiential methods. Prerequisite: HSS 100. (Offered every fall and spring term.) **4 hrs.**

HSS 220 General Case Management
General Case Management: Case Management is the "cornerstone of Human Services practice." This course will focus on helping diverse populations negotiate complicated Human Services systems in a variety of settings. Professional writing and speaking is emphasized with students learning about client assessment, consultation, education and advocacy, APA style, professional and research writing,writing for the popular press, and professional workshops are reviewed. Prerequisite: HSS 100 or permission of chair. (Offered every fall and spring term.) **4 hrs.**

HSS 250 Social Science Research Methods
Social Science Research Methods: In this course, students will explore how social scientists collect and analyze data and communicate research results. Students will have several opportunities to practice foundational skills to the research process, including developing empirical questions, using computer software to work with quantitative data, and critically reading scientific studies. Central topics include research ethics, sampling, survey design, and applied statistics. Prerequisites: HSS 100, HSS 220 and MAT 131. (Offered every fall and spring term.) **4 hrs.**

HSS 300 Leading Groups and Communities
Leading Groups and Communities: This course concentrates on the basic issues linked to leading psycho-educational groups in human services settings and empowering communities for change. Students will learn techniques for working with groups in varying developmental stages, and increase their awareness of cultural issues facing helpers and client populations. Prerequisite: HSS 100. (Offered every term.) **4 hrs.**

HSS 310 Vulnerable Populations
Vulnerable Populations: In this course students will increase their knowledge of client populations and programmatic needs in the human services field. Specific populations studied may include elderly, immigrants, domestic violence survivors, inmates, mental health clients, at-risk children, and persons living with HIV/AIDS. These populations differ based on current trends and issues in the

field. Prerequisite: HSS 100. (Offered every summer.) **4 hrs.**

HSS 320 Play Therapy
Play Therapy: This course provides foundational knowledge for understanding play therapeutically with children under the age of 10. Students will gain understanding about the developmental need for play therapy and play therapy theory. In addition, they will practice play therapy skills for use with the population. Prerequisite: HSS 100. (Offered every spring term.) **4 hrs.**

HSS 330 Parenting in Contemporary Society
Parenting in Contemporary Society: Parenting in today's world is particularly complex. This course will provide a systemic overview of the structure and functioning of parent/child interactions. Particular attention will be paid to working with parents of various populations and providing instruction to parent groups. Prerequisite: HSS 100. (Offered every odd fall term.) **4 hrs.**

HSS 340 Families as Systems
Families as Systems: This course focuses on the study of families as interdependent systems, as opposed to individual family members. Particular emphasis will be placed on understanding policies affecting vulnerable families, assessing families as a tool to intervention and working with families in crisis. Prerequisite: HSS 100. (Offered every even fall term.) **4 hrs.**

HSS 350 Chemical Dependency
Chemical Dependency: This course provides an introduction to the history of drug addiction and chemical dependency and explores its impact on families and society at large. Students will explore theories related to the causes of chemical dependency, demonstrate knowledge of treatment models, and examine preventative measures. Prerequisite: HSS 100. (Offered every summer term.) **4 hrs.**

HSS 360 Independent Study
Independent Study: Students will explore an independent investigation of a topic through a program of directed readings or research project. Requires prior approval of the supervising professor and the department head. Prerequisites: HSS 100 and HSS 200. (Offered as needed.) **1-4 hrs.**

HSS 375 Administration of Non-Profits
Administration of Non-Profits: This course concentrates on the structure and functioning of human and social services, providing an in depth understanding of the administration of not for profit agencies which provides direct services of advocacy for clients, including organizational development, fundraising, and staff development. An overview of existing resources for nonprofit social service organizations is explored. Special emphasis will be placed on understanding the

HSS 385 Program Evaluations and Outcomes
Program Evaluations and Outcomes: This course is an overview of outcome and performance measurement systems used by nonprofit agencies. Emphasis will be placed on understanding issues related to choosing which needs and outcomes are measured, how they are measured, and how this information is used for program creation, continuation, and funding. Particular attention will be paid to completing evaluations and assessments as a human service professional. Prerequisites: HSS 100, HSS 200 and HSS 250. (Offered every spring term.) **4 hrs.**

HSS 390 Topics in Human Services Studies
Topics in Human Service Studies: This course involves an investigation of a single topic or area of Human Services. The topic may vary from term to term and may be taken more than once with different subtitles. May be repeated for a total of 8 hours. Prerequisites: HSS 100 and HSS 220. (Offered as needed.) **4 hrs.**

HSS 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in HSS 399. The total number of hours for HSS 398 and HSS 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

HSS 399 International Experience
International Experience: The international experience component of HSS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for HSS 398 and HSS 399 cannot exceed four total hours. Prerequisite: completion of HSS 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

HSS 400 Ethical and Cultural Issues
Ethical and Cultural Issues: Explores increasing sensitivity to ethical and cultural issues faced in the helping relationship which is paramount to supporting individuals, groups, and communities. This course will guide students in exploring the cultural continum. Students will improve their ability to reason and dissect related ethical and cultural quandaries. Prerequisites: HSS 100, HSS 200, and HSS 220. (Offered every fall and spring term.) **4 hrs.**

HSS 450 Senior Seminar in Human Services
Senior Seminar in Human Services: This is the capstone course requiringthe integration of major theories and principles germane to the program. Students will complete a scholarly evidence based human service project. Prerequisites: HSS 100, HSS 220, HSS 250 and senior standing in the program. (Offered every fall and spring term.) **4 hrs.**

HSS 460 Advanced Research Project
Advanced Research Project: This is a joint research project with faculty. At the end of the term, students will present the results of their work. The course may not be repeated for credit in the human service studied major, but may be repeated once as a general elective. Prerequisite: HSS 200, HSS 250, junior or senior standing in the program and permission of the instructor. (Offered as needed **2-4 hrs.**

HISTORY

HST 101 Global History to 1500
Global History to 1500: This course in global history examines the interactions among human socieities from prehistory to 1500. No prerequisite. (OIffered every odd fall term.) **4 hrs.**

HST 102 Global History since 1500
Global History since 1500: This course in global history examines the interactions among human societies from 1500 to the present. No prerequisite. (Offered every even spring term.) **4 hrs.**

HST 120 Colonial North America
Colonial North America: This course will examine the rise and fall of Great Britain's North American empire from the age of exploration through the end of the trans-Atlantic slave trade. No prerequisite. (Offered every even spring term.) **4 hrs.**

HST 121 The New American Nation
The New American Nation: This coure will examine the emergence of the American nation from independence through the Gilded Age. No prerequisite. (Offered every odd spring term.) **4 hrs.**

HST 122 Modern America
Modern America: This course will examine the emergence of modern America from the Progressive Era to the present. No prerequisite. (Offered every even fall term.) **4 hrs.**

HST 140 Modern Europe
Modern Europe: This course examines the European experience from the Renaissance and Reformation to the present. No prerequisite. (Offered every odd spring term.) **4 hrs.**

HST 160 Latin American History
Latin American History: This course examines the forces and events which have shaped Latin American experiences from the sixteenth century to the present. Students will also examine the historical roots of contemporary issues such as drug trafficking, migration, and alternative approaches to economics development. No prerequisite. (Offered every even fall term.) **4 hrs.**

HST 180 East Asian History since 1400
East Asian History since 1400: This course introduces the histories of China, Korea, Vietnam and Japan from the 15th century to the present. Emphasis is placed on the study of the social, political and religious interconnections that shaped East Asia prior to the 18th century and the impact Western colonialism had on the region thereafter. No prerequisite. (Offered every odd fall term.) **4 hrs.**

HST 289 Seminar in American History
Seminar in American History: This introductory seminar in U.S. history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. Repeatable for a total of 8 hrs. No prerequisite. (Offered every semester.) **4 hrs.**

HST 291 Seminar in World History
Seminar in World History: This introductory seminar in world history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. Repeatable for a total of 8 hrs. No prerequisite. (Offered every semester.) **4 hrs.**

HST 300 Research Methods
Research Methods: This seminar engages students in the research techniques and writing styles used by historians, attorneys, legal researchers and others engaged in the systematic reconstruction of past events. Students will work with both primary and secondary materials, and will produce an original research project at the end of the semester. This course fulfills the writing-intensive course requirement for the history department. No prerequisite. (Offered every spring semester.) **4 hrs.**

HST 308 Gaming the Past
Gaming the Past: Most historians recognize the value of exploring popular conceptions of history in film and literature. This course applies the same principle to historical representations in video games--a growing industry that rivals the revenues of other media and includes millions of players worldwide. How do game designers construct historical narratives? What are some common conceptions (and misconceptions) present in these games? How different might they look if historians created them? No prerequisites. (Offered as needed.) **4 hrs.**

HST 320 American Revolution
American Revolution: This course is designed to explore the political, social and economic development in British North America between 1760 and 1800. Students will study the events that precipitated the imperial crisis, the war itself, and the ideas and circumstances that shaped the nation-building effort following military victory. No prerequisite. (Offered every other odd fall term.) **4 hrs.**

HST 322 Inventing American Capitalism
Inventing American Capitalism: After the American Revolution, the United States lacked a truly domestic economy and remained financially dependent on Great Britain. Yet, by the end of the nineteenth century, America had become the most productive and prosperous nation in the world. This course will explore the economic and political developments that fueled this transition and led to the invention of a uniquely American economy. No prerequisite. (Offered every other odd fall term.) **4 hrs.**

HST 324 Slavery and Empire in America
Slavery and Empire in America: This course will explore the central role slavery and westward expansion played in the development of Southern society before the American Civil War. Emphasis is placed on Southern culture and political identity, the African American experience and nature of power and authority in the Southern social order. No prerequisite. (Offered every other even fall term.) **4 hrs.**

HST 326 Civil War America
Civil War America: The American Civil War was one of the defining moments in American history. In this course, students will explore the road to secession, the war itself, and the political effort to reunite the Union after four years of bloody conflict. Through the examination of both secondary and primary sources, students will also examine the meaning of this important event from a national, sectional, racial, constitutional, individual, social, political and moral perspective. No prerequisite. (Offered every other even fall term.) **4 hrs.**

HST 328 Immigration and the Making of America
Immigration and the Making of America: This course will explore the major themes and debates in American immigration history. Topics will include key migration waves, immigration policy, acculturation and attitudes towards immigrants, with an emphasis on the post-Civil war period. Methodological issues in research immigrant history will also be explored. No prerequisite. (Offered spring term, as needed.) **4 hrs.**

HST 330 Urban America
Urban America: Have you ever wondered what it would have been like to have lived through the Harlem Renaissance or questioned what spurred the growth of suburban tracks that now surround metropolitan centers like Atlanta and Los Angeles? Urban America provides an overview of the social and political forces that drove urbanization from the colonial period through the present with an emphasis on the nineteenth through the twenty-first century. No prerequisite. (Offered spring term, as needed.) **4 hrs.**

HST 332 Civil Rights in America
Civil Rights in America: In 1903, W.E.B. Dubois argued that "the problem of the twentieth century is the problem of the color line." In fact, the problem of racial inequality has inspired people to action since the mid-nineteenth century. This course will explore what historians have referred to as "the Long Civil Rights movement" and examines how activists in the pre-World War II era laid a foundation for post-war civil rights initiatives. Sstudents will also explore whether there was a single civil rights movement and place civil rights initiatives in both national and international contexts. No prerequisite. (Offered spring term, as needed.) **4 hrs.**

HST 334 Cold War America
Cold War America: In the three decades that comprise the Cold War the landscape of American politics, culture, and technology underwent dramatic change. This course will examine the Cold War Era (1945-1980) through the lenses of national and international policymaking, popular and social history, and new scientific technologies. From Atomic birthday cakes and McCarthyism to anti-colonalism and civil rights, students eill examine the Cold War as an era that re-shaped the political and social fabric of the country and created questions that continue to inspoire debate in American society to the present. No prerequisites. (Offered spring term, as needed). **4 hrs.**

HST 340 French Revolution and Napolean
French Revolution and Napoleon: This course explores the politics and culture of the French Revolution and the Age of Napoleon, from the 1780s to 1815. It examines the relationships among revolutionary politics, war, poetry, music and visual arts. While France will be the focus of this course, the material studied will come from across Europe, from Dublin to Berlin, from Copenhagen to Rome, from Madrid to Moscow, and the Americas as well. No prerequisite. (Offered every other odd fall term.) **4 hrs.**

HST 345 Dragons and Dungeons
Dragons and Dungeons: This upper-level seminar will focus on

politics and culture in Medieval England, that land of dragons and dungeons, from the reign of Richard the Lion-Hearted in the 12th century to the War of the Roses in the 15th century. No prerequisite. (Offered every other odd fall term.) **4 hrs.**

HST 350 Russian Revolutions
Russian Revolutions: This course investigates three explosive events in Russian history: the Bolshevik Revolution of 1917; the Stalinist Revolutions of the 1930s, and the collapse of the Soviet Union and the creative of contemporary Russia, after 1991. While the course focuses on the Russian experience, it also considers the global impact of that experience. No prerequisite. (Offered every other even fall term.) **4 hrs.**

HST 355 Nazi Germany
Nazi Germany: This upper-level seminar will study the rise and fall of Nazi Germany. Materials studied will include Adolf Hitler, the Nazi leadership, the Nazi Party's ideology and supporters; Germany's role in the Second World War; and the Holocaust. No prerequisite. (Offered every other even fall term.) **4 hrs.**

HST 360 Invasion of the Americas
Invasion of the Americas: This course investigates the European conquest and settlement of the Americas, from the mid-fifteenth century through the end of the colonial period. Students will follow the voyages of Columbus, race the establishment of Spanish missions, and track the settlement of multiple frontiers across the hemisphere. The course will investigate the nature and legacy of these colonial conquests through a series of research-based role-playing simulations and students will encounter conquistadors, pirates, farmers, ranchers miners, priests, and rebels along the way. No prerequisite. (Offered every other even spring term.) **4 hrs.**

HST 364 Roots of the Mexican Nation
Roots of the Mexican Nation: Viva Mexico! This course explores key moments in the history of Mexico from the pre-Columbian period to the present. It introduces students to important discussions concerning the formation of Mexican society and culture. The class considers topics ranging from the Spanish Conquest, foreign interventions in the 19th century, the dictatorship of Porfirio Diaz, and the Mexican Revolution, to the roots of contemporary issues such as narco-trafficking and migration. No Prerequisite. (Offered every other even spring term.) **4 hrs.**

HST 366 Native Americas
Native Americas: This upper-level seminar studies the history of the indigenous people of the Americas from an ethnohistorical perspective, ranging from pre-Columbian civilizations through the colonial period and to the modern experience. Using traditional documentary sources, but also archaeological data, anthropological studies, oral histories, and linguistic insights, students will explore key themes in a hybrid seminar/workshop format. No prerequisite. (Offered as needed.) **4 hrs.**

HST 380 Youth Revolution in China
Youth Revolution in China: This course examines the role young people played in shaping China's modern revolutionary period (1850-present) and immerses students in the revolutionary writings of some of China's key Communist leaders. From college students in the early twentieth-century Republican Era to Red Guards who waged war on traditional culture during the Cultural Revolution, China's youth have both inspired change and complicated the way China thinks about it's past and present. No prerequisite. (Offered every spring term). **4 hrs.**

HST 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in HST 399. The total number of hours for HST 398 and HST 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **3-4 hrs.**

HST 399 International Experience
International Experience: The international experience component of HST 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for HST 398 and HST 399 cannot exceed four total hours. Prerequisite: completion of HST 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

HST 400 Topics in World History
Topics in World History: Topics are announced annually. Repeatable for a total of 8 hours. No prerequisites. (Offered every term.) **4 hrs.**

HST 401 Topics in American History
Topics in American History: Topics are announced annually. Repeatable for a total of 8 hours. No prerequisite. (Offered every term.) **4 hrs.**

HST 449 Directed Readings
Directed Readings: Independent investigation of a topic through a program of directed readings. There will be an interpretive paper and oral examination conducted by department members. Prerequiste: Open to majors and minors with a B average in history after departmental approval of the topic. Repeatable for a total of 8 hours. (Offered every term.) **1-4 hrs.**

HST 450 Independent Study
Independent Study: Independent investigation of a topic through the writing of a research paper; oral examination conducted by department members. Prerequisite: Open to majors and minors with a B average after departmental approval of the topic or project. Repeatable for a total of 8 hours. (Offered every semester.) **1-4 hrs.**

HST 495 Masterworks
Masterworks: Masterworks is the History Department's "capstone" course and is required of all history majors. All history majors conclude their study of history by creating a serious history project, such as a research paper or alternative project approved by the history faculty. Each student will complete this work under the guidance of the Queens history faculty and present this work both to the faculty and to other history students. Prerequiste: HST 300 and junior or senior standing in the history major. (Offered every fall semester.) **4 hrs.**

INTERIOR ARCHITECTURE AND DESIGN

IAD 200 Fundamental of Interior Architecuture and Design
Fundamentals of Interior Architecture and Design: This studio course introduces students to the discipline of interior architecture and design. Students will be required to use critical and conceptual thinking in applying principles and elements of design to interior space. Studio environment with projects and presentations. Lab fee applies. Corequisite for majors: IAD 205. (Offered every fall and spring term.) **4 hrs.**

IAD 205 Architectural Drafting
Architectural Drafting: This studio course introduces students to drafting and communication techniques necessary to explain their designs. Projects focus on working and construction drawings. Prerequisite: IAD 200 for non-majors. Corequisite: IAD 200 for majors. (Offered every fall and spring term.) **4 hrs.**

IAD 210 Computer Aided Design
Computer Aided Design: This studio course explores use of computer as a tool for creating architectural drawings. Students will be introduced to auto desk products to create 2D and 3D representations. Students must meet minimum computer requirements. Lab fee applies. Prerequisites: IAD 200 and IAD 205. (Offered every fall term.) **4 hrs.**

IAD 220 History of Interior Architecture and Design I

History of Interior Architecture and Design I: This lecture course covers the major movements in architecture and interiors from antiquity through the 18th century. Emphasis is placed on architects and designers, as well as vocabulary, styles, and chronology. Lab fee applies. (Offered every odd fall term.) **4 hrs.**

IAD 300 Residential Design Studio
Residential Design Studio: This studio design course explores small and medium sized residential projects with a concentratio in textiles. Universal design principles will be applied to kitchens and baths. Constructs of good design are taught with applicable codes and regulations included. Prerequisites: IAD 200 and IAD 205. (Offered every spring term.) **4 hrs.**

IAD 305 Advanced Graphics for Interior Architecture and Design
Advanced Graphics for Interior Architecture and Design: In this studio, advanced presention skills are further developed through sketching, delineation, and rendering techniques. Effective graphic communication of design ideas is taught in 2D and 3D methods. Lab fee applies. Prerequisites: IAD 200 and IAD 205. (Offered every spring term.) **4 hrs.**

IAD 310 Methods and Materials
Methods and Materials: Students investigate the properties of materials, finishes, furnishings, fixtures, equipment, and textiles in this lecture course. This includes selection, application and use within interior spaces and how they relate to the building structure. Emphasis is placed on sustainable practices, selection criteria, specification, codes, and performance testing. Lab fee applies. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every even fall term.) **4 hrs.**

IAD 315 Human Environments
Human Environments: This studio course explores the relationship between humans and their environment. Studies include personal and social use of space, proxemics, and the effects of special environments on human behavior. Cultural and universal design principles are discussed. Lab fee applies. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every odd spring term.) **4 hrs.**

IAD 320 History of Interior Architecture and Design II
History of Interior Architecture and Design II: This lecture course covers the major movements in architecture and interiors from the industrial revolution to the present. Emphasis is placed on architects and designers as well as vocabulary, styles, and chronology. Lab fee applies. Prerequisite: None. (Offered every even spring term.) **4 hrs.**

IAD 325 Revit-Construction Systems
Revit-Construction Systems: This studio course uses Revit software to graphically communicate building information modeling (BIM) to produce scaled, 3D, interior drawings of what's behind the walls. Lab fee applies. Prerequisites: IAD 200, IAD 205 and IAD 210. (Offered every spring term.) **4 hrs.**

IAD 330 Commercial Design Studio
Commercial Design Studio: This studio course emphasizes critical thinking, problem solving and spatial analysis in commercial projects, including training in codes and regulations. This studio focuses on the design process using universal and sustainable design solutions in a commercial setting. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every fall term.) **4 hrs.**

IAD 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in IAD 399. The total number of hours for IAD 398 and IAD 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

IAD 399 International Experience
International Experience: The international experience component of IAD 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for IAD 398 and IAD 399 cannot exceed four total hours. Prerequisite: completion of IAD 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

IAD 400 Spatial Analysis and Theory
Spatial Analysis and Theory: This lecture course analyzes the conceptual, theoretical, and applied aspects of programming and space planning. Students will research, assimilate and synthezie solutions to design problems. This class includes preparation for a moc NCIDQ exam and analysis of the results. Prerequisites: IAD 200, IAD 205, IAD 210, IAD 300, IAD 305 and IAD 330. (Offered every spring term.) **4 hrs.**

IAD 405 Product Design
Product Design: This studio course studies the materials, joinery, and details of products used in interior spaces. Projects include designing and building interior pieces such as cabinetry, clocks, furniture, and architectural elements resulting in 3 dimensional objects. this class would include a commercial Design-build group project. Lab fee applies. Prerequisites: IAD 200, IAD 205, and IAD 210. (Offered every odd fall term.) **4 hrs.**

IAD 420 Lighting, Color, and Interior Technologies
Lighting, Color and Interior Technologies: This lecture course explores light and color as an element of interior space. It intergrates new technologies as a creative medium to meet functional, sensory, and behavioral needs. This course also emphasizes the ceiling plane as an additional design platform. Prerequisites: IAD 310. (Offered every even spring term.) **4 hrs.**

IAD 450 Senior Capstone I
Senior Capstone I: Portfolio review and preparation. Final project research and topic submission. Lab fee applies. Prerequisite: Senior standing in Interior Architecture and Design major. (Offered every fall term.) **2 hrs.**

IAD 451 Senior Capstone II
Senior Capstone II: Portfolio review and prepartion. Final research and topic completion. Lab fee applies. Prerequsite: IAD 450 and senior standing in the Interior Architecture and Design major. (Offered every spring term.) **2 hrs.**

IAD 452 Interior Architecture and Design Assistant
Interior Architecture and Design Assistant: Practical experiences as an Interior Architecture and Design assistant in the Art Department. May be repeated once for credit. Prerequisite: permission of the Art Department. (Offered every term.) **4 hrs.**

IAD 500 Design Theory and Ideation
Design Theory and Ideation: A companion to the graduate level studios, this lecture course will explore the theoretical approach for both historical and modern day design. Emphasis will be placed on engaging your individual approach to critical design and a deeper understanding of the design process. (Offered every fall term.) **4 hrs.**

IAD 501 Masters Design Studio I
Masters Design Studio I: This graduate level studio design course focuses on designing commercial office spaces and educational environments, including furniture, fixtures and equipment. Emphasis is placed on spatial analysis, design development, evidence based design and industry trends, with a focus on service based projects. (Offered every fall term.) **4 hrs.**

IAD 502 Masters Design Studio 2
Masters Design Studio 2: This graduate level studio design course focuses on designing medical facilities, including furniture, fixtures and equipment. Emphasis is placed on spatial analysis, design development, evidence based design and industry trends, with a focus on service based projects. (Offered every fall term.) **4 hrs.**

IAD 503 Masters Design Studio 3

Masters Design Studio 3: This graduate level studio design course focuses on hospitality design with projects such as restaurant and hotel environments, including furniture, fixtures and equipment. Emphasis is placed on spatial analysis, design development evidence based design and industry trends, with a focus on service based projects. (Offered every spring term.) **4 hrs.**

IAD 504 The Urban Environment
The Urban Environment: This graduate level lecture course explores human factors and theories of human behavior related to the build environment. Multi-disciplinary collaboration will be emphasized through guest lectures in fields such as environmental science and psychology. (Offered every fall term.) **4 hrs.**

IAD 530 Southern Regionalism in Design
Southern Regionalism in Design: This lecture course offers an overview of interior design and the arts rooted in our southeast region. Architectural vernacular, interior design traditions and southern artistic expression will be studied, including tours of local destinations such as Penland School of the Arts and historic Charleston, South Carolina. (Offered every spring term.) **4 hrs.**

IAD 540 Global Issues and the Built Environment
Global Issues and the Built Environment: This graduate level lecture course analyzes the impact of design on global culture. Special consideration is given to addressing the ecological, socio-economic and cultural context, with increasing global population and decreasing natural resources. Prerequisite: IAD 500. (Offered every spring term.) **4 hrs.**

IAD 550 Thesis Resarch Methods and Exploration
Thesis Research Methods and Exploration: You will explore, discuss and debate specific areas of interest and service in the design industry. Research will be gathered to support a thesis proposition that addresses an issue that can be solved through a design position. Original writing and research will be conducted with the guidance of your thesis advisor(s). Prerequisites: IAD 500, 501, 502, 504. (Offered every spring term.) **4 hrs.**

IAD 560 Master's Thesis in Interior Architecture and Design
Master's Thesis in Interior Architecture and Design: Students may choose to complete a project-based and written thesis. Topics will be decided on by the student and approved by the faculty. Original research, design and writing will be conducted as an independent study with the guidance of the faculty member. The thesis will then be presented to the review committee for defense and final approval. Prerequisite: IAD 550. Corequisite: IAD 565. (Offered every summer term.) **4 hrs.**

IAD 565 Leadership Strategy and Professional Practice
Leadership Strategy and Professional Practice: An advanced design degree paired with leadership roles can be indispensible in today's society. Input will be gained from area professionals with a study of how leadership in the community can strengthen the success of an individual or a company. Case studies of a design office will include practical knowledge such as legal structure, finances, marketing and licensure. (Offered every summer term.) **2 hrs.**

IAD 570 Commercial Internship in Interior Architecture and Design
Commercial Internship in Interior Architecture and Design: A minimum of 10 hours per week for a 12 week internship with a design or architectural firm that focuses on commercial interior design and is approved by the faculty. Supervision must be done by a licensed architect or designer. Prerequisite: two semesters of graduate study. (Offered every term.) **2 hrs.**

IAD 575 Independent Study
Independent Study-Interior Architecture and Design: Advanced independent work in speciailized areas of interior architecture and design for the mature, academically advanced student. Prerequisite: approval of the department. (Offered as needed) **1-6 hrs.**

INTERDISCIPLINARY STUDIES

IDS 300 Interdisciplinary Studies
Interdisciplinary Studies: An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. **4 hrs.**

INTERNATIONAL STUDIES

INS 200 Topics in International Studies
Topics in International Studies: Investigation of a single topic or area in international studies or an internationally themed course. The topic may vary from term to term. This course may be repeated for up to eight credit hours with varying titles. Prerequisite: None. (Offered as needed). **4 hrs.**

INS 303 Topics in International Studies
Topics in International Studies: A rotating topics course that would permit more in-depth studies of a topic, issue or area within international studies. Course may repeated for credit with different topics. Repeatable for a total of 12 hours. **4 hrs.**

INS 350 International Residency Project
International Residency Project: This course integrates the international residency with specific assignments designed to advance intercultural skills while studying overseas. The course takes place online, and students must register for it during the international residency experience. Prerequisite: Permission of the instructor. **2 hrs.**

INS 398 Topics: International Preperation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topics. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in INS 399. Prerequisite: Junrior standing and a 2.0 cumulative GPA. (1-4 hrs.) **1-4 hrs.**

INS 399 International Experience
International Experience: The international experience component of INS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. Prerequisite: completion of INS 398 with a grade of C- or better (an average of 70). The total number of hours for INS 398 and INS 399 cannot exceed 4 total hours. **1-4 hrs.**

INTERNSHIPS

INT 201 Career Connections
Career Connections: Students learn professional and career related skills that prepare them for an internship and future employment. Through lectures, guest speakers and interactive assignments, students gain an understanding of professional interests, workplace fundamentals, effective resume/cover writing, interviewing and job search strategies. (Offered every term.) **2 hrs.**

INT 401 Professional Internship I
Professional Internship I: Students participate in academic coursework and onsite internship work in order to make connections between the workplace, industry trends and professional development. 86 onsite internship hours in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequisite: INT 201. (Offered every term.) *Pass/Fail.* **2 hrs.**

INT 402 Professional Internship II
Professional Internship II: Students particiapte in more in-depth academic coursework and onsite internship work in order to further connections between the workplace, industry trends and professional development. 86 onsite internship hours in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequisite: INT 201, INT 401. (Offered every term.) *Pass/Fail.* **2 hrs.**

INT 403 Extended Professional Internship
Extended Professional Internship: Students who wish to fulfill the internship requirement at one internship site for extended hours participate in comprehensive academic coursework and extended onsite internship work in order to further connections between the workplace, industry trends and professional development. 172 onsite internship hours in addition to coursework. This course fulfills the requirement of INT 401 and 402. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequsite: INT 201. (Offered every term.) *Pass/Fail.* **4 hrs.**

INT 404 Professional Internship III
Professional Internship III: Students who have completed previous internship requirements participate in advanced academic coursework and onsite internship work in order to further their connections between the workplace, industry trends and professional development. 43 onsite internship hours per variable credit hiour in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. Prerequisite: INT 201, INT 401 and INT 402 or INT 201 and INT 403. (Offered every term.) *Pass/Fail.* **1-6 hrs.**

INT 405 Professional Internship
Professional Internship: Students participate in academic coursework and onsite internship work in order to make connections between the workplace, industry trends and professional development. 43 hours onsite internship hours per variable credit hour in addition to coursework. Approval of the internship site and terms must be given by Vandiver Center for Career Development. This course is available only to Hayworth undergraduate students. Repeatable up to 12 hours total. No prerequisite. (Offered every term.) *Pass/Fail.* **1-6 hrs.**

KINESIOLOGY

KIN 110 Introduction to Sport Management
Introduction to Sport Management: This course explores the diverse, expanding field of sport management including professional, college, amatuer, for profit, and non-profit sport organizations. It is designed to provide a comprehensive examination of the basic organizational structures found in the sport industry. Students will study applications of managerial concepts and processes, and the ways in which organizations interact with internal and external agencies. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

KIN 120 Foundations of Exercise and Sport Science
Foundations of Exercise and Sport Science: Students will examine the historical and cultural aspects of the discipline of exercise and sports sciences, including an introduction to the major sub-disciplines. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

KIN 210 Sport History
Sport History: This course explores the history of American sport, emphasizing its interactions with political, economic, social, and cultural forces. The class introduces aspects of historical methodology. Prerequisite: None. (Offered every fall term.) **4 hrs.**

KIN 220 Sport in Cinema and Television
Sport in Cinema and Television: The cinema (film) and television are powerful media that can shape psychosocial perceptions of sports, athletes, and coaches, as well as reflect the roles sports, athletes, and coaches have in our society. This course will investigate the view of sports, athletes, and coaches as presented by film and television. The students will analyze films and television productions, write and discuss criticisms that address the roles of sports, athletes, and coaches as seen by the camera and perceived by individuals and society. Materials will emphasize American cinema and television, but will not exclude foreign and independent productions. Students will acquire an understanding of the language of sports as they focus on the power of the media to impact beliefs, psychosocial issues, and stereotypes related to the individual within the American society. Prerequisite: None; However, a course in psychology, sociology, sport psychology, and/or sport sociology is recommended. (Offered as every spring term.) **4 hrs.**

KIN 230 Sport Governance and Administration
Sport Governance and Administration: This course provides an overview of the manner sports and athletics are goverened in the United States, while also examining how sport policies are formulated and impact the operations of a sport organization. The roles and functions of various governing bodies are discussed. Pre or corequisite: KIN 110. (Offered every fall and spring term.) **4 hrs.**

KIN 300 Motor Behavior
Motor Behavior: This course will explore in detail human motor development, motor learning, and motor control from the aspect of exercise and sport. Students will explore how humans learn skilled actions and how the principles of motor performance and learning can be useful in teaching, coaching, rehabilitation, and the design for equipment and workplace environments. Prerequisite: None. (Offered as needed.) **4 hrs.**

KIN 310 Sport Sociology
Sport Sociology: This course provides an introduction to the study of sport and its relationship to society and other social institutions. Emphasis is placed on the current relationships between sport and society (i.e., "Sport is a microcosm of society.") Prerequisite: None. (Offered every spring term.) **4 hrs.**

KIN 312 Nutrition for Exercise and Sport
Nutrition for Exercise and Sport: This course is designed to provide the student with an understanding of how to enhace exercise and sport performance with proper nutrition. Students will examine biochemical principles of nutritionally sound diets for endurance, and strength-related activities. Special nutritional needs will also be discussed. Prerequisite: None. (Offered every fall term.) **4 hrs.**

KIN 314 Exercise and Sport Physiology
Exercise and Sport Physiology: This laboratory course examines the application of principles of physiology to study the effect of aging, obestity, exercise on the skeletal muscle, cardiovascular systems, metabolic systems, and the effect of training and environment on performance. The laboratory portion of this course must be taken concurrently with the lecture. Lab fee applies. Prerequisites: BIO 213 and BIO 214. (Offered every spring term.) **4 hrs.**

KIN 316 Indep Study: Exercise/Sport Science
Independent Study in Exercise and Sport Science: This course is directed, individualized study on specific topics in exercise and sport sciences and related fields. Prerequisite: consent of instructor and department chair. Repeatable for a total of 4 hrs. (Offered as needed.) **1-4 hrs.**

KIN 320 Sport Marketing
Sport Marketing: This course examines fundamental marketing theories and principles applied to selling of sports, focusing on the concepts and practices forming the knowledge base for effective marketing strategies. This course fulfills the University's writing intenstive course requirement. Prerequisite: KIN 230. (Offered every fall term.) **4 hrs.**

KIN 330 Sport Event and Facility Management
Sport Event and Facility Management: This course provides students with an understanding of the challenges involved in major sports events and facilities. Topics usually include the analysis of goals and resources, potential development of the revenue streams, planning and design, scheduling and operations, and the management of personnel. Prerequisite: KIN 230. (Offered every fall term.) **4 hrs.**

KIN 340 Sport Policy and Ethics
Sport Policy and Ethics: This course instructs students about strategic management planning for handling policy issues within an

ethical framework. This course prepares students to assess and resolve complex strategic planning and policy issues in an ethical manner. This course examines how chief executive officers of sport organizations ethnically choose, maintain, or redirect the strategic positions of their organizations within ever changing environments. Students will explore their values and consider their ethical code in relation to professional conduct and best practices. Prerequisite: KIN 230. (Offered every spring term.) **4 hrs.**

KIN 345 Sport Finance and Economics
Sport Finance and Economics: This course provides an examination of principles of economics, budgeting, and finance as it applies to the sport industry. With an emphasis on the receipt, disbursement, and utilizaion of capital to foster sports business growth, other topics inlcude budgeting, planning, acquisitions and liquidation. Prerequisite: KIN 230. (Offered every spring term.) **4 hrs.**

KIN 350 Special Topics in Kinesiology
Special Topics in Kinesiology: This course provides an opportunity for the study of various topics/issues in the field of kinesiology not offered on a regular basis. The topics/issues and prerequisites for each section of this course may vary. Students may repeat the course but not the topic/issue. Repeatable for a total of 12 hrs. (Offered as needed.) **4 hrs.**

KIN 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in KIN 399. The total number of hours for KIN 398 and KIN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

KIN 399 International Experience
International Experience: The international experience component of KIN 398. Students have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for KIN 398 and KIN 399 cannot exceed four total hours. Prerequisite: completion of KIN 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

KIN 410 Sport Law
Sport Law: This course is designed to introduce and familiarize students with basic knowledge of the legal system and legal issues prevalent in sport and comparable activities. Major focus of the course is on understanding the concept of negligence, where and how negligence occurs and identifying ways in which negligent acts can be reduced or eliminated. Other topics relating to the scope of legal issues will be addressed. Prerequisite: Senior standing in the sport management major or minor. (Offered every spring term.) **4 hrs.**

KIN 412 Principles of Strength and Conditioning
Principles of Strength and Conditioning and Exercise Prescription: This course will cover the current research and knowledge in the area of strength and conditioning for different populations. Students will become adept at graded exercise testing, and subsequently exercise prescription for the apparently healthy, athletic, and diseased population. The laboratory portion of this course will be scheduled based on when students can meet with clients for assessment and training sessions. Lab fee applies. Prerequisite: senior standing in the exercise and sport science major. (Offered every fall term.) **4 hrs.**

KIN 418 Exercise and Sport Psychology
Exercise and Sport Psychology: this course examines how individuals behave in physical activity, exercise, and sport settings. Psychological antecedents and consequences of primary and secondary involvement in exercise sport and related physical activities will be introduced. Prerequisite: PSY 101. (Offered every fall term.) **4 hrs.**

KIN 420 Senior Seminar: Exercise/Sport Science
Senior Seminar in Exercise and Sport Science: This capstone course is designed for study of special topics of current interest and issues in exercise and sport sciences. Prerequisite: Senior standing in the exercise and sport science major and/or consent of the instructor. (Offered every spring term.) **4 hrs.**

KIN 475 Senior Seminar in Sport Management
Senior Seminar in Sport Management: This course is designed for study of special topics of current interest and issues in sport management. Prerequisite: senior standing in the sport management major. (Offered every fall term.) **4 hrs.**

KIN 480 Independent Study: Sport Management
Independent Study in Sport Management: involves directed, individualized study on specific topics in Sport Management. Prerequisite: consent of instructor and department chair. (Offered every term but limited to instructor availability.) **1-8 hrs.**

KIN 490 Sport Internship
Sport Internship: This capstone course is designed for students to ascertain a semester long practicum experience with a sport organization. Students will work with their Sport Management advisor to identify a sport organization that matches their career goals. Prerequsite: senior standing and completion of all Sport Management courses and INT courses. (Offered every spring term.) **12 hrs.**

LANGUAGES--OTHER

LNG 101 Elementary Foreign Language I
Elementary Foreign Language I: This course introduces the fundamental elements of the target language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to the spoken and written language studied as well as demonstrate cultural awareness. Offered on a rotating basis as demand and faculty with sufficient credentials dictate. May be repeated with different languages for a total of 24 hours. Prerequisite: None. (Offered every fall term.) **4 hrs.**

LNG 102 Elementary Foreign Language II
Elementary Foreign Language II: This course is a continuation of LNG 101 and focuses on the fundamental elements of the target language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written language and should be able to demonstrate further cultural awareness. Offered on a rotating basis as demand and faculty with sufficient credentials dictate. May be repeated with different languages for a total of 24 hours. Prerequisite: LNG 101, placement exam, or permission of instructor. (Offered every spring term.) **4 hrs.**

LNG 203 International Immersion Program
International Immersion Program: This course involves putting yourself in a completely new situation with the goal of becoming functionally proficient in another language and to acquire an understanding and appreciation of other cultures. Instead of speaking a language only while you are in class, you will use it all day every day - whether you are asking for directions, conversing with a new friend, or reading the placards at a museum. By combining travel with study, this course allows you to delve into a new culture via daily exposure to the language through your interactions with your host family and international classmates. Prerequisite: One intermediate language class or permission of department chair. (Offered every summer.) **1-8 hrs.**

LNG 220 Intermediate Foreign Language I
Intermediate Foreign Language I: Students increase reading and aural comprehension, expand vocabulary, improve both oral and written linguistic expression, and review grammatical structures. Prerequisite: LNG 102, placement exam, or permission of instructor. (Offered every fall term.) **4 hrs.**

LNG 230 Intermediate Foreign Language II
Intermediate Foreign Language II: This course is a continuation of LNG 220. Review and more advanced study of the target language with the goal of preparing students for upper level classes. Students increase reading and aural comprehension, expand vocabulary, improve both oral and written linguistic expression, and review grammatical structures. Prerequisite: LNG 220, placement exam, or permission of instructor. (Offered every spring term.) **4 hrs.**

LNG 303 International Immersion Program
International Immersion Program: This course involves putting yourself in a completely new situation with the goal of becoming functionally proficient in another language and to acquire an understanding and appreciation OF other cultures. Instead of speaking a language only while you are in class, you will use it all day every day - whether you are asking for directions, conversing with a new friend, or reading the placards in a museum. By combining travel with study, this course allows you to delve into a new culture via daily exposure to the language through your interactions with your host family and international classmates. Prerequisite: two intermediate language classes, and permission of department chair. (Offered every summer.) **1-8 hrs.**

LNG 370 Topics in Foreign Language
Topics in Foreign Language: Course designed to address a specific topic or area of a language and its target culture. Topic will be announced the semester preceding the offering. May be repeated with different topics. Repeatable for a total of 36 hrs. (Offered as needed.) **1-12 hrs.**

LNG 398 Topics: International Preparation
Topics: International Preparation:This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in LNG 399. The toal number of hours for LNG 398 and LNG 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

LNG 399 International Experience
International Experience: The international experience component of LNG 398. Students have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for LNG 398 and LNG 399 cannot exceed four total hours. Prerequisite: Completion of LNG 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

MATHEMATICS

MAT 111 Quantitative Business Methods I
Quantitative Business Methods I: With MAT 112, a survey of college-level mathematics as applied to business. Topics include linear and nonlinear equations, linear systems, linear programming, and an introduction to calculus. Applications from business are used to connect the mathematical ideas to practical solutions. Microsoft Excel is introduced for modeling systems of variable quantities. Prerequisite: None. (Offered every fall and spring terms.) **3 hrs.**

MAT 112 Quantitative Business Methods II
Quantitative Business Methods II: With MAT 111, a survey of college-level mathematics as applied to business. Selected topics from probability and statistics including the normal distribution, descriptive statistics and inferential statistics. Microsoft Excel will be used for modeling and statistical analysis. MAT 112 may not substitute for MAT 130 or MAT 131. Prerequisite: MAT 111. (Offered every fall and spring terms). **3 hrs.**

MAT 125 Mathematical Functions
Mathematical Functions: This course provides various mathematical functions widely used in sciences. Topics may include, but are not limited to, units and conversions between and within measurement systems, elementary geometry, polynomial functions, logarithmic functions, exponential functions and basic trigonometry functionsl. This course satisfies the math prerequisite for PHY 201 College Physics. MAT 125 and MAT 140 may not both be counted toward credit. Prerequisite: None. (Offered every spring term.) **4 hrs.**

MAT 130 Introductory Statistics
Introductory Statistics: An introduction to the fundamentals of analyzing numerical data in a social science context. Students will learn sampling methods, descriptive statistics, probability and sampling distributions, estimation, hypothesis testing, correlation, regression, and analysis of variance. Emphasis will be on an intuitive understanding of statistical formulae and models, and on their practical application. The SPSS package will be used for computer data analysis. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

MAT 131 Introductory Statistics for Social Sciences
Introductory Statistics for Social Sciences: An introduction to the fundamentals of analyzing numerical data in varied contexts including the social sciences, health sciences, and business. Students will learn sampling methods, descriptive statistics, probability and sampling distributions, estimation hypothesis testing, correlation, regression, and analysis of variance. Emphasis will be on an intutive understanding of statistical formulae and models, and their practical application. A statistical software package will be used for computer data analysis. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

MAT 140 Precalculus
Precalculus: A course designed to prepare the students with the tools necessary for success in the calculus sequence. This is primarily accomplished through the study of functions: polynomial, rational, exponential, logarithmic, and trigonometric. MAT 140 and MAT 125 may not both be counted towards credit. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

MAT 150 Mathematical Explorations
Mathematical Explorations: This course offers all interested students an opportunity to explore the ways mathematics intersects with various disparate disciplines from the sciences to the arts to the humanities and beyond the walls of the classroom. Geared for a general audience, this course serves as both a foundation for the mathematics major as well as an application of college mathematics to other fields. Topics include logic, the mathematics of chance, and testing hypotheses with data. Prerequisite: None. (Offered every fall term.) **4 hrs.**

MAT 210 Single Variable Calculus I
Single Variable Calculus I: Introduction to the derivative and the integral with application to the sciences. The course begins with the concept of limit before introducing the derivative of a single-variable function and its applications to graphing, rates of change, and optimization. The one-variable integral is then explored with application to area, length, and volume. Prerequisite: MAT 140 or successful demonstration of precalculus proficiency. (Offered every fall and spring term.) **4 hrs.**

MAT 220 Calculus II with Differential Equations
Calculus II with Differential Equations: This course picks up wthere MAT 210 leaves off, exploring the derivative and integral at even deeper levels, including various integration methods, transcendental functions, indeterminate forms, and improper integrals. In addition, these methods are applied to the solving of separable and linear differential equations. Prerequisite: MAT 210. (Offered every fall term.) **4 hrs.**

MAT 230 Multivariable Calculus
Multivariable Calculus: The final course in the calculus sequence explores the challenges of dealing with multivariate functions. Topics include: sequences and series, vector functions; vector fields; and integrals of line, surface, and volume domains.

Prerequisite: MAT 220. (Offered every spring term.) **4 hrs.**

MAT 250 Topics in Mathematics
Topics in Mathematics: This course provides a faculty member and an interested group of students an opportunity to study a subject not usually offered as part of the general education. May be repeated for credit under different subtitles. Open to all students. (Offered as needed.) **1-4 hrs.**

MAT 280 Statistical Methods
Statistical Methods: An advanced course in statistical techniques used to explore and analyze data. Content may include, but is not limited to, multivariable methods, assessing normality and transformations, nonparametric statistics, time series analysis, and advanced topics in regression and analysis of variance. Practical applications will be studied using a computer statistics package. Data will be drawn, when possible, from ongoing research within various departments of the University. Prerequiste: MAT 130, MAT 131 or MAT 150. (Offered every spring term.) **4 hrs.**

MAT 310 Linear Algebra and Programming
Linear Algebra and Programming: Topics include: vector algebra, matrix algebra, determinants, and the study of linear transformations. The basics of computer programming will be studied in order to operate on large matrices and study the concept of algorithm. Prerequisite: MAT 150. (Offered every fall term.) **4 hrs.**

MAT 315 Non-Euclidean Geometry
Non-Euclidean Geometry: A rigorous study of axiomatic systems using geometries that differ from the Euclidean geometry of the plane including various finite geometries, hyperbolic geometry, and spherical geometry. Prerequisite: MAT 150. (Offered odd fall terms.) **4 hrs.**

MAT 320 Differential Equations
Differential Equations: An in-depth study of differential equations incuding linear and nonlinear equations; Laplace transforms, systems of equations, and partial differential equations. Applications include harmonic motion, electrical systems, impulse functions, and the propagation of thermal energy and waves. Prerequisite: MAT 220. (Offered even spring terms.) **4 hrs.**

MAT 325 Real Analysis
Real Analysis: The theory of the real number system; limit, continuity, differentiability, and integrability sequences and series; completeness and compactness. Prerequisite: MAT 210 (Offered odd fall terms.) **4 hrs.**

MAT 335 Calculus on the Complex Plane
Calculus on the Complex Plane: A study of calculus as it applies to the field of complex numbers; the Cauchy-Riemann Equations and harmonic functions; contour integrals and the Cauchy Integral Formula. Prerequisite: MAT 230. (Offered odd spring terms) **4 hrs.**

MAT 380 Mathematical Probability
Mathematical Probability: A formal study of probability including discrete and continuous probability distributions, independence, conditional probability, combinatorics and generating functions,

game theory. Prerequsite: MAT 230. (Offered odd spring terms.) **4 hrs.**

MAT 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in MAT 399. The total number of hours for MAT 398 and MAT 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

MAT 399 International Experience
International Experience: The international experience component of MAT 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequiste course. The total number of hours for MAT 398 and MAT 399 cannot exceed four total hours. Prerequisite: completion of MAT 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

MAT 415 Modern Algebra
Modern Algebra: The study of algebraic structures including: groups, rings, and fields; homomorphism and isomorphism; applications to number theory and cryptography. Prerequisite: MAT 310. (Offered even fall terms.) **4 hrs.**

MAT 430 Mathematical Modeling
Mathematical Modeling: Exploring various standard models, testing models against data; and developing new models from data. Data will be drawn, when possible, from on-going research within various departments of the University. Prerequisite: MAT 220 and MAT 280. (Offered even spring terms.) **4 hrs.**

MAT 450 Advanced Topics in Mathematics
Advanced Topics in Mathematics: This course provides a faculty member and interested group of students an opportunity to study a subject not usually offered as part of the general curriculum. May be repeated for credit under different subtitles. May be closed to students without the necessary prerequisites. (Offered as needed.) **1-4 hrs.**

MAT 460 Independent Study in Mathematics
Independent Study in Mathematics: Students may pursue an area of interest in depth under the direction of a faculty member. May be repeated for credit. Open to students who have completed at least one 300 or 400 level course in mathematics. (Offered as needed.) **1-4 hrs.**

MAT 491 Research Seminar
Research Seminar: A forum for exploring current mathematical research.The student will read and analyze articles from current mathematical publications; participate in presentations by senior students and faculty conducing research; and, finally, will choose a research topic to pursue for MAT 492. Prerequisite: junior or senior standing. (Offered every spring term.) **1 hr.**

MAT 492 Mathematical Research
Mathematical Research: The student will conduct a supervised research project under the guidance of a faculty advisor. The finished product will be a written paper as well as a presentation suitable for inclusion in a regional conference. Prerequisite: MAT 491. (Offered every fall term.) **3 hrs.**

MASTER OF BUSINESS ADMINISTRATION

MBA 600 Leadership Development
Leadership Development: The primary objective of this course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. Components of the course will be completed during schedule residencies. **3 hrs.**

MBA 605 Managerial Accounting
Managerial Accounting: This course examines the way in which managers analyze and use accounting information to make effective managerial decisions. The course focuses on how to compute and prepare special analyses and reports as well as how to interpret those results for decision making purposes. Major topics include financial statements, product costing, budgeting, cost-volume-profit relationship, and planning and control. **3 hrs.**

MBA 615 Economics for Managers
Economics for Managers: This course introduces core economic

concepts and relationships pertinent to business strategy formulation and managerial decisions. Topics covered include the role and interaction between consumer demand, firm costs, and industry market structure in guiding informed managerial decisions, the impact of alternative public policies at the industry and firm level, and assessment of broader macroeconomic policies. Students learn and apply basic economic concepts to gain understanding of their use and importance for business management and effective decision making. **3 hrs.**

MBA 620 Organizational Behavior
Organizational Behavior: This course provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, and employee participation activities necessary to generate goods and services in profit and non-profit organizations. **3 hrs.**

MBA 625 Marketing Management
Marketing Management: The marketing manager's requirements include analyzing marketing, designing and implementing market strategies, and managing brands. These requirements are achieved by identifying and targeting customer needs that can be satisfied by the organization's value proposition. A successful marketer, therefore, focuses an organization's resources to meet customer needs and to maximize internal objectives. In this course, students will utilize quantitative and qualitative methods that enhance the likelihood of successfully achieving these goals. **3 hrs.**

MBA 630 Business Analytics
Business Analytics: This course provides an overview of concepts, techniques and applications of statistical data analysis and management science as they support decision making processes throughout the organization. Includes quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. This course includes the application of current computer software. **3 hrs.**

MBA 635 Managerial Finance
Managerial Finance: This course introduces students to the theory and practice of corporate finance in a valuation and decision making context. In particular, students will learn to employ a valuation approach for making decisions in areas including capital budgeting, capital structure, cash distributions, raising capital, and mergers and acquisitions. The course blends theoretical aspects of corporate finance with case discussions. **3 hrs.**

MBA 640 Managing in a Global Context
Managing in a Global Context: This course develops and understanding of the challenges that firms and their managers face in attempting to operate in an increasingly global business environment. The course explores the causes and consequences of the evolving global business environment including the changing patterns of international trade policies and institutions, exchange rates and the management of exchange rate risk. Case analysis is used to explore management of the multinational enterprise including strategic options for international expansion, parent-subsidiary relationships, and the challenges of operating in a multi-cultural business environment. **3 hrs.**

MBA 645 Corporate Governance and Ethics
Corporate Governance and Ethics: This course focuses on the practice of corporate governance and ethical behavior. Students will deepen their understanding of the legal and ethical responsibilities of shareholders, board of directors, and management of a corporation with the goal of learning to develop a sound corporate governance framework. Students will analyze and discuss cases and real-world situations to better understand the interplay between law, ethics, corporate governance, and social responsibility in the context of business and public policy. **3 hrs.**

MBA 650 Operations Management
Operations Management: This course explores the relationship between operating systems of the organization and the marketing, financial and human resource systems. Tactical day-to-day operating decisions and long-range strategic decisions are covered and discussed. The student will learn strategies and methods that will assist in discerning how productive entities work and ways to improve performance. **3 hrs.**

MBA 655 Management Information Systems
Management Information Systems: This course examines how information systems are developed and used in organizations to achieve business success and competitive advantage. Emphasis is placed on information technology as an enabler to support business strategy, define business models and provide for more efficient operations in both domestic and global business environments. **3 hrs.**

MBA 660 Strategic Planning and Implementation
Strategic Planning and Implementation: This course integrates many of the student's academic and professional experiences to focus on the strategic planning necessary for an organization to define and achieve its overall objectives. The course includes discussion of cases and a project. The ability to identify issues and problems and to develop management strategies for an organization is emphasized. **3 hrs.**

MASTER OF HEALTH ADMINISTRATION

MHA 500 Health Services Organization and Delivery
This course introduces students to the structure and functions of the U.S. Health Care System - historical, current, and future: at local, regional, state, and national levels. Three recurring and foundational issues of access, cost, and quality will be studied. Students will analyze the interfacing roles between the various health care delivery structures: stakeholders, healthcare resources, types of health services, industries, health services financing, and healthcare coverage, special populations needs, and critical issues in health services. Students will examine the interaction between government organizations and each stakeholder group. A framework for critical analysis of the healthcare system will be provided. (Offered Fall, Spring, Summer)

MHA 530: Organizational Behavior in Healthcare Organizations
This course provides students with an opportunity to explore organizational theory and behavior within the context of the healthcare environment. This course provides an analysis of how a mission of care and service impact corporate culture, interaction, and behavior within a healthcare organization. Health care organizations will be viewed from the societal, organizational, group, professional, and individual levels. In this course, students will focus on practical applications of theories and concepts of behavior within health care organizations. Pre-requisite MHA 500. (Offered Fall, Spring Summer)

MHA 600: Financial Management I:
This course focuses on the accounting and financial management principles and concepts relevant to healthcare, health services, and public health organizations. This course gives a graduate-level introduction into budgeting, cost determination, and reimbursement in healthcare settings. This class is cumulative with Financial Management II. Students will write an organizational financial assessment and plan for an organization at the end of the Finance II. Pre-requisite MHA 530. (Offered Fall, Spring, Summer)

MHA 610: Financial Management II:
This course builds on Financial Management I. This course provides an in-depth understanding of the financial management of health services for decision-making with emphasis on third-party payers, financial statements, capital investments, debt and equity financing, and capital budgeting. The organizational financial assessment and plan will be completed at the end of the course. Pre-requisite: MHA 600 (Offered Fall, Spring, Summer)

MHA 620: Management and Human Resources for Healthcare: This course focuses understanding human resource management and its impact on organizational decision-making. This course explains the theory, law, and practice of human resource management in both public and nonprofit agency sectors as they relate to healthcare and health services delivery personnel. Students will discuss and differentiate the theoretical and practical issues that leaders, managers, and human resources managers utilize in daily operations. Students will explains the interface between human capital, human capital management, and operational functions as they deal with individuals, work teams, and the goals of organizations, communities, and society. Students will describe the human resource trend of moving from a "custodial" function focused on compliance, to moving towards incorporating strategic functions and processes that contribute to achievement of an agency's mission, goals, and objectives through employee selection, retentions, engagement, and leadership. Pre-requisite: MHA 610. (Offered Fall, Spring, Summer)

MHA 625: Quality Improvement for Healthcare Organizations: This course provides fundamentals and tools for assessing, evaluating, and managing the operational processes of defining, assuring, and measuring quality and quality outcomes within an organization. Students will develop and enhance skills in leadership, communication, organizational design, continual quality improvement, outcomes manager, root cause analysis, data design and analysis. The roles of The Joint Commission, Baldrige, and other quality monitoring agencies will be studied as well current issues and evaluation tools with healthcare delivery. Pre-requisite: MHA 620. (Offered Fall, Spring, Summer)

MHA 630: Managerial Epidemiology Research and Statistics: This course provides a synthesis of epidemiology as it pertains to identifying, understanding, and managing health and factors that influence outcomes for patients and communities. Students will learn about evidence-based medicine, clinician roles, systems analysis, public health, and disease prevention. Pre-requisite MHA 625. (Offered Fall, Spring, Summer)

MHA 635: Clinical Issues in Health Services Management: This course allows students to gain clinical knowledge and competencies in areas important to stakeholders' in healthcare organizations. Students will analyze the effects of environment, policies, insurance, and reimbursement on physicians, patients, healthcare workers, managers, administrators, and employers. Relationships, expectations, outcomes, social media, technologies, and health literacy are included as part of the environment. Pre-requisite MHA 630. (Offered Fall, Spring, Summer)

MHA 640: Healthcare Economics and Policy
This course enables students to interpret policy and decisions that can impact an organization's performance from the economic and policy contexts. The course provides an application and understanding of how of economic models, demand, supply, decision architecture, and policy affect the medical economy. Influences on demand, especially related to health status, insurance coverage, and income will be analyzed. The impact of market decisions on healthcare services pricing will be evaluated. This evaluation will include pharmaceuticals, genomics, medical devices, biotechnologies and the government as demander and payer of medical care services. Pre-requisite: MHA 635. (Offered Fall, Spring, Summer)

MHA 645: Healthcare Law and Ethics
This course explores the legal, political, social, and ethical issues encountered by healthcare professionals and organization. Topics include government regulation of healthcare providers, patient consent, human reproduction, privacy, confidentiality, tax-exemption, antitrust, inurnment, fraud, abuse, abortion, terminal care, mental health, health information management, and individual vs. society benefit. Students will analyze legal and ethical healthcare resources by engaging in interactive discussions and informative research. Pre-requisite MHA 640. (Offered Fall, Spring, Summer)

MHA 650: Healthcare Information Systems
This course provides an overview of various types, uses, and trends of health information technology. This course will help students to develop an understanding of the systems and the use of health information that is used to assist with corporate strategy, project management, population health, and patient care. Emphasis will be placed on case studies of systems utilized in areas such as patient-care, clinical decision-support, disease and demographic surveillance, imaging, simulation, safety, and environmental assessments. Fundamentals of proposing, reporting, and refereeing evaluation studies are covered. Legal and ethical issues related to training, security, confidentiality, and the use of informed consent will also be addressed. Pre-requisite MHA 645. (Offered Fall, Spring, Summer)

MHA 680: Strategic Planning for Healthcare Organizations: This course is designed to provide students with the capstone opportunity to apply the theories, models and techniques acquired in preceding courses. Students will write both strategic and marketing plans for an organization. The plans will include human resources, financial, information system, planning, and operational responses to mission, market, and community need. Pre-requisite MHA 650. (Offered Fall, Spring, Summer).

MUSIC THERAPY

MTH 120 Introduction to Music Therapy
Introduction to Music Therapy: This course provides an introduction to the field of music therapy encompassing an overview of the history of the profession, clinical populations served by music therapists, clinical responsibilites, and examples of techniques/interventions. Open to all students. Prerequisite: None. (Offered every fall term.) **3 hrs.**

MTH 131 Clinical Experience I
Clinical Experience I: Entering music therapy majors will work weekly in the on-campus clinic with a child or young adult with some form of disability. Responsibilities include assessing, observing, planning, co-leading and/or leading sessions, and evaluation progress of client. Non-majors concurrently enrolled in MTH 120 may enroll without leadership responsibilities. (Offered every fall term.) *Pass/Fail.* **1 hr.**

MTH 132 Clinical Experience II
Clinical Experience II: Music therapy majors will work weekly in the on-campus clinic with a child or your adult with some form of disability. Responsibilities include assessing, observing, planning, co-leading and/or leading sessions, and evaluation progress of client. Non-majors concurrently enrolled in MTH 200 may enroll with leadership responsibilities. (Offered every spring term.) *Pass/Fail.* **1 hr.**

MTH 150 Beginning Guitar
Beginning Guitar: Two weekly sessions of 50 minutes in which students are instructed in the fundamentals of guitar playing. this course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clilnical setting. Prerequisite: Music Therapy major or permission of the instructor. (Offered every spring term.) **1 hr.**

MTH 160 Voice Class for Instrumentalists
Voice Class for Instrumentalists: This course focuses on the training, conditioning and maintaining of the vocal instrument through relaxation techniques, vocalization and lifestyle evaluation. Students will build a practice routine and prepare standard classical and popular repertoire for vocalists. Prerequisite: None. (Offered every fall term.) **1 hr.**

MTH 161 Voice Class
Voice Class: This course focuses on the vocal skills needed to be a professional music therapist. Students will work on performance skills; maintaining vocal technique and musical skills while accompanying themselves on piano and guitar; and will build repertoire in various popular styles. This course includes a

proficiency examination. Successful completion of the course is not possible with passing the proficiency; all music therapy majors must pass this course or a placement examination with a grade of C or better. Repeatable for a total of 2 hrs. Prerequisite: MTH 160 or voice as a primary instrument. (Offered every spring term.) **1 hr.**

MTH 185 Improvisation Ensemble
Improvisation Ensemble: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in using their vocal skills and playing a variety of instruments (including their primary) both with and without music in front of them. Repeatable for a total of 4 hrs. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. (Offered every fall term.) **1 hr.**

MTH 186 Improvisation Ensemble
Improvisation Ensemble: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort levvel in using their vocal skills and playing a variety of instruments (including their primary) both with and without music in front of them. Repeatable for a total of 4 hrs. Prerequisite: two semester of applied lessons at the college level of permission of instructor. (Offered every spring term.) **1 hr.**

MTH 200 Music Therapy Methods and Materials for School and Home
Music Therapy Methods and Materials for School and Home: Emphasis will be placed on treatment planning (including assessment, evaluation, selection of interventions and treatment techniques) for children 0-18 who are at-risk or have a special needs diagnosis. Students will learn to design therapeutic applications for children receiving music therapy services in home-based, early intervention, or school settings. (Offered every spring term.) **2 hrs.**

MTH 231 Field Studies--Children I
Field Studies--Children I: Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in varied school settings. (Offered every fall term.) **1 hr.**

MTH 232 Field Studies--Children II
Field Studies--Children II: Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in varied school settings. (Offered every spring term.) **1 hr.**

MTH 250 Percussion Techniques for Therapy
Percussion Techniques for Therapy: Students will gain experience with techniques of playing, teaching, and leading rhythms on a wide spectrum of percussion instruments. One weekly 75 minute session. May not be repeated for credit. (Offered every term.) **1 hr.**

MTH 260 Functional Guitar I
Functional Guitar I: Two weekly sessions of 50 minutes in which students apply the basic fundaments of guitar playig. Special emphsis will be placed on repertoire building, stylistic right-hand technique, and harmonizing by ear. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for us in a clinical setting. Prerequisite: MTH 150 or permission of the instructor. (Offered every fall term.) **1 hr.**

MTH 261 Functional Guitar II
Functional Guitar II: Two weekly session of 50 minutes in which students develop repertoire and practice transcribing, arranging, and performing non-standard repertoire. This course includes a proficiency examination. Successful completion of the course is not possible without passing the proficiency; all music therapy majors must pass this course or a placement examination with a grade of C or better. Repeatable for a total of 2 hrs. Prerequisite: MTH 260 or permission of instructor. (Offered every spring term.) **1 hr.**

MTH 280 Defining Music Therapy
Defining Music therapy: the focus of this courseis on professional and ethical issues related to the profession with emphasis on the student developing his/her own philosophy and definition of music therapy as well as broadening their understanding of music therapy treatment modalities and settings. Topics covered include: co-treatment, group dynamics, supervision, therapeutic relationship, assessment, behavioral objectives, treatment plans, evaluations, termination, and documentation. (Offered every fall term.) **2 hrs.**

MTH 300 Music Therapy Methods and Materials: Geri/Psych
Music Therapy Methods and Materials--Geri/Psych: Emphasis will be placed on treatment planning (including assessment, evaluation, selection of interventions and treatment techniques) for children and adults who are in psychiatric treatment settings, neurorehabilitation programs, and geriatric settings. Students will learn to design therapeutic applications targeting specific needs commonly assessed in these populations. Prerequisite: Music Therapy major. (Offered every spring term.) **2 hrs.**

MTH 305 Independent Study in Music Therapy
Independent Study in Music Therapy: Independent investigation of a topic through a program of directed readings or a research project. Requires prior approval of the supervising professor and the Chair of the Department of Music, Theatre, and Dance. Prerequisite: MTH 120. (Offered as needed.) **1-4 hrs.**

MTH 310 International Experience in Music Therapy
International Experience in Music Therapy: This course will explore historical, philosophical, and cultural contexts for music therapy in the U.S. and abroad. Students may take this course as a companion to traveling for a specific international experience which may be offered through the Center for International Education. Music therapy students completing an internship abroad (note this does not fulfill the music therapy internshiip requirement) may use this number to register for the experience and to complete a preparatory curriculum with the permission of the Program Director. (Offered as needed.) **1-3 hrs.**

MTH 315 Topics in Music Therapy
Topics in Music Therapy: This course will explore physiological and psychological effects of music, age-related literature, or music as an avocational interest. Specific topics are announced annually and are open to all majors. May be repeated for credit under different titles. Repeatable for a total of 9 hrs. Prerequisite: None. (Offered as needed.) **3 hrs.**

MTH 320 Psychology of Music
Psychology of Music: The course covers aspects of current research related to the psychology of music including psychophysiological responses and neuroscience. Music is studied as a phenomenon of human behavior. Topics include study of divergent views of musical preference, motivation, abilitiy, and music learning, apsects of cognitie perception of music, music and human brain, and the social psychology of musical activities. (Offered every fall term.) **4 hrs.**

MTH 331 Field Studies--Adolescents/Adults I
Field Studies--Adolescents/Adults I: This course requires a continuation of on-campus clinic responsibilities while also working with adults or troubled teens in an off-campus setting. Students are expected to assume more responsibility and independence in documenting, assessing, planning, evaluating, and working with clients in both on- and off-campus settings. (Offered every fall term.) **1 hr.**

MTH 332 Field Studies-Adolescents/Adults II
Field Studies--Adolescents and Adults II: This course requires a continuation of on-campus clinic responsibilities while also working with adults or troubled teens in an off-campus setting. Students are expected to assume more responsibility and independence in documenting, assessing, planning, evaluating, and working with clients in both on- and off-campus settings. (Offered every spring.) **1 hr.**

MTH 361 Functional Piano II

Functional Piano II: A contiuation of MUS 395, this course is especially important to the music therapy student. Special emphasis is placed on sight-reading, creativity and improvisation. The ability to compose original melodies, accompaniments and short pieces extemporaneously in a variety of moods and styles, vocally and instrumentally will be assessed. This course includes a proficiency examination. Successful completion of this course is not possible without passing the proficiency; all music therapy majors must pass this course or a placement examination with a grade of C or better. Repeatable for a total of 2 hrs. Prerequisite: MUS 395. (Offered every spring term.) **1 hr.**

MTH 370 Music Therapy Clinical Repertoire
Music Therapy Clinical Repertoire: This elective course allows students to explore non-standard repertoire for music therapy clinical settings to expand their portfolio of prepared pieces. Students will document and organize repertoire for clinical use, stylize and perform both solo and in ensemble, and engage in critical discourse about the merits of individual works and their potential applications. May be repeated for a total of 2 hrs. Prerequisite: Complete two of the following courses: MTH 161, MTH 261 or MTH 361. (Offered as needed.) **1 hr.**

MTH 380 Music Thearpy Methods and Materials--Medical
Music Therapy Methods and Materials--Medical: Emphasis will be placed on treatment planning (including assessment, evlauation, selection of interventions and treatment techniques) for children and adults who are receiving medical services, including hospice. Students will learn to design therapeutic applications targeting commonly assessed needs of individual patients and family members. Musical experiences and materials relevant to holistic and wellness approaches will also be explored. Prerequiste: Music Therapy major. (Offered every spring term.) **2 hrs.**

MTH 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grad eof C- or better (an average of 70) in order to participate in MTH 399. The total number of hours for MTH 398 and MTH 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

MTH 399 International Experience
International Experience: The international experience component of MTH 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for MTH 398 and MTH 399 cannot exceed four total hours. Prerequisite: completion of MTH 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

MTH 420 Research Methods -Clinical Practice
Research Methods in Clinical Practice: In this course students will experience and compare historical, philosophical, descriptive, and experiemental methods of research, both quantitative and qualitative in nature, as they relate to the field of music therapy. Students will complete an original experimental research proposal and concomitant IRB application. This course fulfills the writing intensive requirement for the Bachelor of Music Degree in Music Therapy. Prerequisite: MTH 320. (Offered every fall Iterm.) **3 hrs.**

MTH 431 Field Studies-Medical and Psych I
Field Studies--Medical and Psych I: Experienced students will lead and co-lead music therapy sessions in a variety of psychiatric, medical and rehabilitative settings, including general hospitals, pain and orthopedic rehabilitation centers, substance abuse programs, and with individuals in support group settings. Services may be with persons on an in-patient unit or outpatient settings. Prerequisite: MTH 332. (Offered every fall term.) **2 hrs.**

MTH 432 Field Studies: Medical and Psych II
Field Studies--Medical and Psych II: Experienced students will lead and co-lead music therapy session in a variety of psychiatric, medical and rehabilitative settings, including general hospitals, pain and orthpedic rehabilitation centers, substance abuse programs, and with individuals in support group settings. Services may be with persons on an in-patient unit or in outpatient settings. Prerequisite: MTH 431. (Offered every spring term and summers, as needed.) **2 hrs.**

MTH 480 Music Therapy Capstone
Music Therapy Capstone: The focus of this course is preparation for internship and professional representation. Ethical practice, 3rd party billing, and establishing a professional practice will be discussed. Students will review major approaches to music therapy and conduct an experimental research project. Course requirements include public speaking about the profession and a formal poster presentation at a minimum of one juried event: SER-AMTA, Marketing Excellence, or the departmental Senior Showcase. Students attemping independent research other than a clinical case study should register for 4 credits. Students taking 3 credits will conduct a clinical case study or class research project. Prerequisite: MTH 420 or permission of the instructor. (Offered every spring term.) **3-4 hrs.**

MTH 499 Professional Internship in Music Therapy
Professional Internship in Music Therapy: A six-month continuous affiliation with an approved clinical facility, following completion of all course work. The intern will perform assigned music therapy duties under the supervision of an experience board-certified music therapist. Open to music therapy majors who have completed all course work. May not be repeated. *Pass/Fail.* **6 hrs.**

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MUS 010 Concert Attendance
Concert Attendance: Freshmen are required to attend nine recitals or concerts on the Queens campus during the term. (Offered every fall term.) *Pass/No Record.* **0 hrs.**

MUS 011 Concert Attendance
Concert Attendance: Freshmen are required to attend nine recitals or concerts on the Queens campus during the semester. Prerequisite: MUS 010. (Offered every spring term.) *Pass/No Record.* **0 hrs.**

MUS 020 Concert Attendance
Concert Attendance: Sophomores are requied to attend nine recitals or concerts on the Queens campus during the semester. Prerequisite: MUS 011. (Offered every fall term.) *Pass/No Record.* **0 hrs.**

MUS 021 Concert Attendance
Concert Attendance: Sophomores are required to attend nine recitals or concerts on the Queens campus during the term. Prerequisite: MUS 020. (Offered every spring term.) *Pass/No Record.* **0 hrs.**

MUS 030 Concert Attendance
Concert Attendance: Juniors are required to attend nine recitals or concerts on the Queens campus during the term. Graded: Pass/No Record. Prerequisite: MUS 021. (Offered every fall term.) *Pass/No Record.* **0 hrs.**

MUS 031 Concert Attendance
Concert Attendance: Juniors are required to attend nine recitals or concerts on the Queens campus during the term. Prerequisite: MUS 030. (Offered every spring term.) *Pass/No Record.* **0 hrs.**

MUS 040 Concert Attendance
Concert Attendance: Seniors are required to attend nine recitals or concerts on the Queens campus duirng the semester. Graded: Pass/No Record. Prerequisite: MUS 031. (Offered every fall term.) *Pass/No Record.* **0 hrs.**

MUS 041 Concert Attendance
Concert Attendance: Seniors are required to attend nine recitals or concerts on the Queens campus during the term. Prerequisite:

MUS 040. (Offered every spring term.) *Pass/No Record.* **0 hrs.**

MUS 100 Introduction to Music
Introduction to Music: Study of the basic materials of music, survey of the important composers and examination of selected masterpieces with reference to cultural background; technical knowledge of music no necessary for enrollment. Prerequisite: None. **4 hrs.**

MUS 101 Fundamentals of Music
Fundamentals of Music: An exploration of the construction, performance, sound, and experience of music. Students will encounter the building blocks of music, including pitch, rhythm, notation, and harmony, in addition to developing their senses as related to music. As an interactive course, students are encouraged to bring their instruments for hands-on demonstration and discovery. This course is appropriate for non-music majors. Previous musical experience if helpful, but not required. Prerequisite: None. **4 hrs.**

MUS 105 Music Theory and Ear Training I
Music Theory and Ear Training I: Fundamentals of music theory and ear training will cover the following topics: fundamentals of notation, tonality, scales and modes, triad, seventh chords, figured bass, and intervals as well as an introduction to two-part writing using Species Counterpoint. Ear Training and Aural Skills will introduce the fundamentals of sight singing, interval identification, and dictation in conjunction with the music theory materials. This course is intended for music majors, as part of a four-semester sequence. (Offered every fall term.) **4 hrs.**

MUS 106 Music Theory and Ear Training II
Music Theory and Ear Training II: Continuation of MUS 105. Four-part writing in homophonic texture will be introduced that will include the functions of tonic, dominant, and pre-dominant harmonies. Ear Training and Aural Skills will include various identifications of four-part harmony, interal identification, and sight singing in conjunction with the music theory materials. This course is intended for music majors, as part of a four-semester sequence. Prerequisite: MUS 105. (Offered every spring term.) **4 hrs.**

MUS 157 Piano Class I
Piano Class I: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build techniques, repertoire, sight-reading, harmonization, improvision skills and ensemble playing skills. These courses serve as preparation for MTH 395 and MTH 396. Regular practice required. Prerequisite: None. (Offered every fall term.) **1 hr.**

MUS 158 Piano Class II
Piano Class II: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvision skills and ensemble playing skills. These courses serve as preparation for MTH 395 and MTH 396. Regular practice required. Prerequisite: MUS 157 or by permission of instructor. (Offered every spring term.) **1 hr.**

MUS 159 Piano Class III
Piano Class III: Two weekly sessions of 50 minutes in which students are provided with more advanced piano instruction designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses sever as preparation for MTH 395 and MTH 396. Regular practice required. Students must pass 80% of the piano proficiency for this course in order to continue in sequence. Prerequisites: MUS 158 or permission of instructor. (Offered every fall term.) **1 hr.**

MUS 160 Piano Class IV
Piano Class IV: Two weekly sessions of 50 minutes in which students are provided with more advanced piano instruction designed to build techinque, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MTH 395 and MTH 396. Regular practice required. Students must pass 80% of the piano proficiency for this course in order to continue in the sequence. Prerequisite: MUS 159 or by permission of the instructor. (Offered every spring term.) **1 hr.**

MUS 161D Applied Music--Percussion
Applied Music--Percussion: For non-music majors and non-minors. One hour of daily practice required. Course fees apply. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 161G Applied Music--Guitar
Applied Music--Guitar: For non-music majors and minors. One hour of daily practice required. Course fees apply. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 161H Applied Music--Harp
Applied Music--Harp: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 161O Applied Music--Organ
Applied Music--Organ: For non-music majors and non-minors. One hour of daily practice is required. Course fee applies. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 161P Applied Music--Piano
Applied Musi--Piano: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 161S Applied Music--Strings
Applied Music--Strings: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 161V Applied Music--Voice
Applied Music--Voice: For non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 161W Applied Music--Wind Instrument
Applied Music--Wind: for non-music majors and non-minors. One hour of daily practice required. Course fee applies. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 167 Beginning Guitar Class
Beginning Guitar Class: One weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is open to all students. Repeatable for a total of 8 hrs. **1 hr.**

MUS 171C Applied Music-Composition
Applied Music--Composition: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. (Offered every fall term.) **1-2 hrs.**

MUS 171D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 171G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 171H Applied Music--Harp
Applied Music--Harp: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 171O Applied Music-Organ
Applied Music--Organ: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 171P Applied Music--Piano
Applied Music--Piano: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 171S Applied Music--Strings
Applied Music--Strings: Private instruction for the first year of private collegiate student for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 171V Applied Music--Voice
Applied Music--Voice: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 171W Applied Music--Wind Instrument
Applied Music--Wind Instrument: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 177 Symphonic Band
Symphonic Band: This ensemble is open to all Queens University of Charlotte students. Repertoire will include standard band literature with a concert scheduled each term. Prerequisite: by permission of instructor. Repeatable for a total of 4 hrs. **1 hr.**

MUS 178 Symphonic Band
Symphonic Band: This ensemble is open to all Queens University of Charlotte students. Repertoire will include standard band literature with a concert scheduled each term. Prerequisite: Permission of instructor. Repeatable for a total of 4 hrs. **1 hr.**

MUS 179 Orchestra
Orchestra: This ensemble is open to all Queens University of Charlotte students. Repertoire will include literature for string orchestra with a concert scheduled each term. Repeatable for a total of 4 hrs. **1 hr.**

MUS 180 Orchestra
Orchestra: This ensemble is open to all Queens Unviersity of Charlotte students. Repertoire will include literature for string orchestra with a concert scheduled each term. Prerequisite: Permission of instructor. Repeatable for a total of 4 hrs. **1 hr.**

MUS 181C Applied Music-Composition
Applied Music--Composition: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. (Offered every spring term.) **1-2 hrs.**

MUS 181D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 181G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the first year of private colleagiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 181H Applied Music--Harp
Applied Music--Harp: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 181O Applied Music--Organ
Applied Music--Organ: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 181P Applied Music--Piano
Applied Music--Piano: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 181S Applied Music--Strings
Applied Music--Strings: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 181V Applied Music--Voice
Applied Music--Voice: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 181W Applied Music--Wind Instrument
Applied Music--Wind Instrument: Private instruction for the first year of private collegiate study for students majoring in music and music therapy only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 185 Small Ensembles
Small Ensembles: Students must be proficient in their instrument to register for a small ensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and two piano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitar. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: this course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. Repeatable for a total of 8 hrs. (Offered every fall term.) **1 hr.**

MUS 186 Small Ensembles
Small Ensembles: Students must be proficient in their instrument to register for a small ensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and two piano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitars. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or persmission of instructor. Repeatable for a total of 8 hrs. (Offered every spring term.) **1 hr.**

MUS 187 Queens Univ of Charlotte Chorale
Queens University of Charlotte Chorale: The choral ensemble that performs for major University concerts on campus. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Repeatable for a total of 8 hrs. **1 hr.**

MUS 188 Queens Univ of Charlotte Chorale
Queens University of Charlotte Chorale: The choral ensemble that performs for major University concerts on campus. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Repeatable for a total of 8 hrs. **1 hr.**

MUS 190 Opera Theatre
Opera Theatre: The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. (Offered every fall term.) **1-3 hrs.**

MUS 191 Opera Theatre
Opera Theatre: The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. (Offered every spring term.) **1-3 hrs.**

MUS 197 Queens Chamber Singers
Queens University of Charlotte Chamber Singers: A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works, designed for smaller chamber groups, from the fifteenth through the twentieth centuries. Repeatable for a total of 8 hrs. (Offered every fall term.) **1 hr.**

MUS 198 Queens Chamber Singers
Queens University of Charlotte Chamber Singers: A select chamber choral ensemble that performs for University and community functions. Admissions by audition only; repertoire includes secular and sacred choral works, designed for smaller chamber groups, from the fifteenth through the twentieth centuries. Repeatable for a total of 8 hrs. (Offered every spring term.) **1 hr.**

MUS 200 From Jazz to Rock 'N Roll
From Jazz to Rock 'N Roll: A survey of blues, jazz and rock 'n roll from the turn of the century to the last few decades of the 20th century. Important artists/composers will be studied and representative examples of the music will be experience. Prerequisite: None. **4 hrs.**

MUS 201 Introduction to World Music
Introduction to World Music: This course introduces students to the music of 10-12 non-Western countries/regions, their traditional instruments, a sample of musical events, and listening examples. students also explore how music fits into each society and make comparisons to their own experiences. Students are taught the basic elements of Western music and given listening examples as a basis for comparison. Also included are experiences in other creative art forms of each country/region such as dance and visual art. Each section concludes with examples of music representing the fusion of each country/region and Western music. **4 hrs.**

MUS 202 History of Musical Theatre
History of Musical Theatre: This course introduces the elements of music and drama, different styles of dance and various forms of musical dramas, which influenced the creation of musical theatre in the early 20th century. A survey of musicals, beginning with the landmark work, SHOWBOAT (Kern and Hammerstein), traces the various styles of musicals from the 1920s to modern day. Students are introduced to composers, lyricists and playwrights, who defined the evolution of musical theatre. The course includes attending live productions. Prerequisite: None. **4 hrs.**

MUS 207 Music in America
Music in America: A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries. No musical background necessary. Prerequisite: None. **3 hrs.**

MUS 213 Sight Singing and Ear Training III
Sight Singing and Ear Training III: Continued acquisition of skills, with the addition of secondary triads, cadential six-four triads, chromatic passing notes, and the completion and review of sight singing exercises in all major and minor keys. Prerequisite: MUS 114. (Offered every fall term.) *Pass/No Record.* **1 hr.**

MUS 214 Sight Singing and Ear Training IV
Sight Singing and Ear Training IV: Students will build onto their sight singing skills with the addition of altered syllables (full chromatic scale), modulation, rhythmic complexity, and melodic material from the twentieth century, including the jazz idiom. Prerequisite: MUS 213. (Offered every spring term.) *Pass/No Record.* **1 hr.**

MUS 215 Diction for Singers (English/Latin/Italian)
Diction for Singers (English/Latin/Italian): Two 50-minute periods weekly in which students are instructed in use of the International Phonetic Alphabet as well as the correct pronunciation of the English, Latin and Italian languages in relation to singing. Prerequisite: previous vocal training or consent of the instructor. (Offered evcery fall term.) **2 hrs.**

MUS 216 Diction for Singers (French/German)
Diction for Singers (French/German): Two 50-minute periods weekly in which students are instructed in the correct pronunciation of the French and German languages in relation to singing. Prerequisite: MUS 215. (Offered every spring term.) **2 hrs.**

MUS 271C Applied Music--Composition
Applied Music--Composition: Private instruction for the second year of private collegiate study for students majoring in music and music therapy only. Pre-requisite: by permission of instructor. Repeatable for a total of 8 hrs. (Offered every fall term.) **1-2 hrs.**

MUS 271D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the second year of private collegiate study for students majoring in music and music therapy. Prerequisite: by permission of instructor. Repeatalbe for a total of 8 hrs. **1-2 hrs.**

MUS 271G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the second year of private collegiate study for students majoring in music and music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 271H Applied Music--Harp
Applied Music--Harp: Private instruction for the second year of private collegiate study for students majoring in music and music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 271O Applied Music--Organ
Applied Music--Organ: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 271P Applied Music--Piano
Applied Music--Piano: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 271S Applied Music--Strings
Applied Music--Strings: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 271V Applied Music--Voice
Applied Music--Voice: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permision of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 271W Applied Music--Wind Instrument
Applied Music--Wind Instrument: Private instruction for the second year of collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 281C Applied Music--Composition
Applied Music--Composition: Private instruction for the second year

of private collegiate study for students majoring in music and music therapy only. Pre-requisite: by permission of instructor. Repeatable for a total of 8 hrs. (Offered every spring term.) **1-2 hrs.**

MUS 281D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 281G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor.Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 281H Applied Music--Harp
Applied Music--Harp: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 281O Applied Music--Organ
Applied Music--Organ: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permision of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 281P Applied Music--Piano
Applied Music--Piano: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 281S Applied Music--Strings
Applied Music--Strings: Private instruction for the second year of private collegiate study for students majroing in music or music thearpy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs **1-2 hrs.**

MUS 281V Applied Music--Voice
Applied Music--Voice: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 281W Applied Music Wind Instrument
Applied Music--Wind Instrument: Private instruction for the second year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 305 Music Theory and Ear Training III
Music Theory and Ear Training III: Continuation of MUS 106. Charomatic Harmony will be included in four-part writing of homophonic texture and analysis. An introduction to large forms will includ Binary, Ternary, Rounded Binary, Fugue, Rondo, and Sonata forms. Ear Training and Aural Skills will include various identifications of four-part chromatic harmony, interval identification, and sigth singing in conjunction with the music theory materials. This course is intended for music majors, as part of a four-semester sequence. Prerequisite: MUS 106. **4 hrs.**

MUS 306 Music Theory and Ear Training IV
Music Theory and Ear Training IV: Continuation of MUS 305. Further chromtaic harmony will be included in four-part writing in homophonic texture and analysis as well as various synthetic scales. This course will include an introduction to twentieth-century techniques. Ear Training and Aural Skills will include various identifications of four-part chromatic harmony, interval identification, and sight singing in conjunction with the music theory materials. In addition to aural identification of large forms and popular music forms. Improvisation in jazz and blues styles as well as chromatic solfege will be included in sight-singing examples. This course is intended for music majors, as part of a four-semester sequence. Prerequisite: MUS 305. **4 hrs.**

MUS 308 Advanced Percussion
Advanced Percussion: A course designed to develop technique for playing hand drums and small percussion instruments, emphasizing Afro-Cuban and Afro-Brazilian rhythms and patterns. Perrequisite: MTH 250. **1 hr.**

MUS 310 Conducting
Conducting: A course designed to develop conducting skills appropriate to the performance of instrumental and chorral music. Basic skills covered include the negotiation of various patterns, preparatory beats, cues, releases, etc. Prerequisite: MUS 114. **2 hrs.**

MUS 313 Piano Pedagogy
Piano Pedagogy: An introduction to piano pedagogy. Piano methods for use in teaching beginning and intermediate students will be examined. Emphasis is placed on student participation and discussion, independent student research, writing, and the development of critical, cognitive, and evaluative aural skills. Writing assignments are required. Prerequisite: None. **4 hrs.**

MUS 314 Piano Literature
Piano Literature: A survey of keyboard literature from the Baroque period to the Twentieth Century. Emphasis is placed on independent student research, score analysis, and the development of critical, cognitive, and evaluative aural skills. Brief writing assignments are required. Prerequisite: None. **4 hrs.**

MUS 315 Guitar Pedagogy
Guitar Pedagogy: An introduction to guitar pedagogy. Emphasis is placed on student participation, discusion, writing, and the development of critical, cognitive, and evaluative aural skills. Prerequisite: None. **4 hrs.**

MUS 316 Guitar Literature
Guitar Literature: A survey of guitar literature. Emphasis is placed on score analysis and the development of critical, cognitive, and evaluative aural skills. Prerequisite: None. **4 hrs.**

MUS 321 Music History and Literature I
Music History and Literature I: A detailed study of the evolution of musical styles and forms from the beginning of western music through the Baroque stylistic period. Representative works and composers will be examined as students build a technique for listening analytically and critically. Emphasis is placed on lecture, student research, writing, and the development of critical, cognitive, and evaluate aural skills. Writing assignments, including several brief projects and a research paper, are required. This course fulfills the Writing Intensive requirement for the music major. Required for music majors. Non-majors by permission only. (Offered every fall term.) **3 hrs.**

MUS 322 Music History and Literature II
Music History and Literature II: Continuation of MUS 321, from the Classical stylistic period to the present. This course fulfills the Writing Intensive requirement for the music major. Required for music majors. Non-majors by permission only. (Ofered every spring term.) **3 hrs.**

MUS 324 Vocal Pedagogy and Literature
Vocal Pedagogy and Literature: The study of diction, its application to teaching vocal techniques; survey, evaluation, and examination of vocal literature for elementary and advanced students. Prerequisites: Permission of the instructor and one year of college-level vocal instruction. **4 hrs.**

MUS 330 Guitar Seminar
Guitar Seminar: Performance preparation of repertoire for guitar ensemble. Ensemble literature for guitar will be examined. Elements such as fingerings, dynamic markings, and tempo choices will be discussed. Students will lead group rehearsals and work on conducting. This course partners with the co-requisite course, MUS 185 004 Guitar Ensemble. Repeatable for a total of 8

hours. **2 hrs.**

MUS 350 Independent Study
Independent Study: Students who have shown a particular interest in some phase of music may pursue this interest under the guidance of an appointed faculty member. Prerequisite: permission of the department, junior or senior standing, and at least a B average in music studies taken at Queens University of Charlotte. **1-3 hrs.**

MUS 355 Topics: Music History & Literature
Topics: Music History and Literature: An in-depth study of a specific musical era or genre. Significant developments, genres and composers will be studied from the social and cultural context. Prerequisite: None. **3 hrs.**

MUS 360 Music Topics: Style and Substance
Music Topics: Styles and Substance: An examination of history, theory, or world music. Course may be repeated with different topics. **3 hrs.**

MUS 371D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 371G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 371H Applied Music-Harp
Applied Music--Harp: Private instruction for the third year of private collegiate study for student majoring in music or music therapy. Prerequisite: permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 371O Applied Music--Organ
Applied Music--Organ: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 371P Applied Music--Piano
Applied Music--Piano: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 371S Applied Music--Strings
Applied Music--Strings: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 371V Applied Music--Voice
Applied Music--Voice: Private instruction for the third year of private colleagiate study for students majoring in music or music therapy. Prerequisite: by permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 371W Applied Music--Wind Instrument
Applied Music-Wind Instrument: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381C Applied Music--Composition
Applied Music--Composition: Private instruction for the third year of private collegiate study for students majoring in music and music therapy only. Pre-requisite: by permission of instructor. Repeatable for a total of 8 hrs. (Offered every spring term.) **1-2 hrs.**

MUS 381D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381H Applied Music--Harp
Applied Music--Harp: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381O Applied Music--Organ
Applied Music--Organ: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381P Applied Music--Piano
Applied Music--Piano: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381S Applied Music--Strings
Applied Music--Strings: Private instruction for the third year of private collegiate study for students who are majoring in music or music therapy. Prerequisite: by permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381V Applied Music--Voice
Applied Music--Voice: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of instructor only. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 381W Applied Music--Wind Instrument
Applied Music--Wind Instrument: Private instruction for the third year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 390 Opera Workshop II
Opera Workshop II: This course is an upper class level of MUS 190. Repeatable for a total of 8 hrs. (Offered every fall term.) **1-3 hrs.**

MUS 391 Opera Workshop II
Opera Workshop II: This course is an upper class level of MUS 191. Repeatable for a total of 9 hrs. (Offered every spring term.) **1-3 hrs.**

MUS 395 Functional Piano Class I
Functional Piano Class I: Includes procedures and skills for proficiency in reading, harmonization and transposition at sight as well as experience in accompanying. Required course for all music and music therapy majors. The class meets for two 50-minute sessions each week. Students may exempt this course by passing an examination. This course must be repeated until required skills are mastered; successful completion of the course is not possible without passing the proficieny. Prerequisite: Sufficient background in keyboard skills, as determined by the instructor and Piano Proficiency Exam Parts I and II. Repeatable for a total of 2 hrs. **1 hr.**

MUS 396 Half Recital
Half Recital: The preparation and performance of a half-recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the

Musc Department Handbook for program/recording fee. Prerequisite: permission of the Department. *Pass/Fail.* **1 hr.**

MUS 398 Topics: International Preparation
Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in MUS 399. The total number of hours for MUS 398 and MUS 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

MUS 399 International Experience
International Experience: The international experience component of MUS 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for MUS 398 and MUS 399 cannot exceed four total hours. Prerequisite: completion of MUS 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

MUS 400 Full Recital
Full Recital: The preparation and performance of a full public solo recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. Prerequisite: by permission of the department. *Pass/Fail.* **2 hrs.**

MUS 425 Research in Music History
Research in Music History: This course serves as the capstone for Music majors and is a requirement for the Music degree program. This course examines research methodologies used in music history and culminates with a final research paper. Prerequisite: senior standing in the music program or by permission of instructor. **4 hrs.**

MUS 455 Seminar in Applied Analysis
Seminar in Applied Analysis: Independent study and analysis of compositional techniques and formal styles of compositions studied in music literature and applied music classes. Prerequisites: MUS 304, MUS 321 and MUS 322. **4 hrs.**

MUS 460 Senior Thesis/Project
Senior Thesis/Project: Required of all Music majors with a concentration in Piano Pedagogy or Music History. The Pass/Fail will be assigned only after all aspects of the senior thesis/project are completed. Repeatable for a total of 12 hrs. **4 hrs.**

MUS 471C Applied Music--Composition
Applied Music--Composition: Private instruction for the fourth year of private collegiate study for students majoring in music and music therapy only. Pre-requisite: by permission of instructor. Repeatable for a total of 8 hrs. (Offered every spring term.) **1-2 hrs.**

MUS 471D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 471G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 471H Applied Music--Harp
Applied Music--Harp: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 471O Applied Music--Organ
Applied Music--Orgran: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequiisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 471P Applied Music--Piano
Applied Music--Piano: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 471S Applied Music--Strings
Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 471V Applied Music--Voice
Applied Music--Voice: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 471W Applied Music--Wind Instrument
Applied Music--Wind Instrument: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481C Applied Music--Composition
Applied Music--Composition: Private instruction for the fourth year of private collegiate study for students majoring in music and music therapy only. Pre-requisite: by permission of instructor. Repeatable for a total of 8 hrs. (Offered every spring term.) **1-2 hrs.**

MUS 481D Applied Music--Percussion
Applied Music--Percussion: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481G Applied Music--Guitar
Applied Music--Guitar: Private instruction for the fourth year of private collegieat study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481H Applied Music--Harp
Applied Music--Harp: Private instruction for the fourth year of collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481O Applied Music--Organ
Applied Music--Organ: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481P Applied Music--Piano
Applied Music--Piano: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: my permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481S Applied Music--Strings
Applied Music--Strings: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite: by permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481V Applied Music--Voice
Applied Music--Voice: Private instruction for the fourth year of private collegiate study for students majoring in music or music therapy. Prerequisite:permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

MUS 481W Applied Music--Wind Instrument
Applied Music--Wind Instruments: Private instruction for the fourth yera of private collegiate study for students majoring in music or music therapy. Prerequisite: permission of the instructor. Repeatable for a total of 8 hrs. **1-2 hrs.**

NEW MEDIA DESIGN

NMD 101 Fundamentals of New Media Design
Fundamentals of New Media Design: In this foundational studio, students are introduced to the discipline of new media design. Students will explore the fundamentals and principles of the static, animated and interactive paradigms of 21st century new media design. Projects will survey illustration, typography, photography, layout, animation, coding for interaction and the digital printing process. Lab fee applies. Prerequisite: None. (Offered evey fall and spring term.) **4 hrs.**

NMD 102 Critical History of Design
Critical History of Design: This course follows the quest to give form to ideas as traced from the pictographs painted on cave walls to the latest imaginative computer-generated designs. Students will be exposed to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication. Prerequisite: None (Offered every spring term.) **4 hrs.**

NMD 103 Digital Photography I
Digital Photography I: This course introduces digital photgraphic equipment, theory and processes. Students will be instructed in camera operation, composition, computer photo manipulation and creative expression. Students will also learn the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Lab fee applies. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

NMD 200 Digital Video Art
Digital Video Art: This course explores the role of motion media and digital video production in art and design. Students will work hands on with digital video cameras, non-linear video and audio editing software and visual effect tools to create art films, digital video and audio installations and other fine art and design projects. Lab fee applies. Prerequisite: None. (Offered every even fall term.) **4 hrs.**

NMD 201 Digital Typography
Digital Typography: This intermediate course critically examines traditional and digital typography as word, symbol and form. Students will explore fundamental and experimental typographic techniques within static, animated and interactive paradigms of new media design. Projects will range from minimal type treatments to the creation and publishing of an original typeface. Lab fee applies. Prerequisite: NMD 101. (Offered every fall term.) **4 hrs.**

NMD 202 Motion Graphics and Animation
Motion Graphics and Animation: This intermediate course focuses students on the time-based paradigm of new media design. Students will explore foundational animation techniques, digital video and audio technology, and code-based animation methods for broadcast and interactive mediums. Projects will range from traditional stop motion animation to the creation of full television and cinematic title sequences. Lab fee applies. Prerequisite: NMD 101 or permission of the Art Department. (Offered every fall term.) **4 hrs.**

NMD 203 Interactive and Web Design
Interactive and Web Design: This intermediate course focuses students on the interactive paradigm of new media design. Students will explore the development and design of user centered virtual and physical interfaces. Students will explore the development and deployment of coding for web browsers, mobile platforms and desktop application. Projects will range from web page design to sophisticated multi-platform application development. Lab fee applies. Prerequisite: NMD 101. (Offered every spring term.) **4 hrs.**

NMD 300 Digital Photography II
Digital Photography II: This course advances on the techniques students have acquired in Digital Photography I, by exploring photgraphy as a creative medium. Lab fee applies. Prerequisite: NMD 103. (Offered every even spring term.) **4 hrs.**

NMD 301 Digital Illustration
Digital Illustration: This intermediate course introduces students to the traditional and experimental techniques of illustration with digital tools. Students will explore bitmap and vector graphics, digital painting and line within static, animated and interactive paradigms of new media design. Projects will range from simplified symbols to the creation of animation and game characters and scenery design. Lab fee applies. Prerequisite: NMD 101 or permission of the Art Department. (Offered every odd fall term.) **4 hrs.**

NMD 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experiencen around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in NMD 399. The total number of hours for NMD 398 and NMD 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

NMD 399 International Experience
International Experience: The international experience component of NMD 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for NMD 398 and NMD 399 cannont exceed four total hours. Prerequisite: completion of NMD 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

NMD 400 Infomation Design and Data Visualization
Information Design and Data Visualization: An intermediate level studio where students engage the design discipline of infographic design, the transfromation of data and information into meaningful visuals. Via information design theory and the art/science of data visualization students will explore mapping, graph theory, data analysis and other visualization techniques in order to producte rich static, animated and interactive design solutions. Lab fee applies. Prerequisites: NMD 101 or permission of the Art Department. (Offered every even fall term.) **4 hrs.**

NMD 401 Video Game Design
Video Game Design: This course explores the design and development of both physical and video games. Students will examine game theory models, the history of game play and create their own games using physical materials and desktop/mobile game development tools. Topics such as character design, level design, game programming and game narrative will be investigated. Lab fee applies. Prerequisites: NMD 101 or permission of the Art Department. (Offered every odd spring term.) **4 hrs.**

NMD 402 Digital Experience Design
Digital Experience Design: An advanced level studio where students will engage the design and development of interactive difital experiences in physical spaces. the course explores digital interactive museum exhibitions, digital stage and set design, live visuals for performance, and event multimedia. Students wil investigate multimedia development and design, digital sensor systems--non-tactile interaction integration, and collaborative project management. Lab fee applies. Prerequisites: NMD 101 or permission of the Art Department. (Offered every odd spring term.) **4 hrs.**

NMD 404 Senior Capstone I
Senior Capstone I: This course aims to develop a coherent, art-

critical position on a chosen subject and in a chosen media area. This is the planning phase of the senior project. The student will identify and develop the skills, media, and subject matter to be further applied in Senior Capstone II. To be directed on a rotating basis by department faculty and eveluated by the art faculty. Prerequisite: New Media Design major, senior standing. (Offered every fall term.) **2 hrs.**

NMD 405 New Media Design Assistant
New Media Design Assistant: Practical experience as a design assistant in the art department. May be repeated once for credit. Prerequisite: ARS 100 and permission of the Art Department. (Offered every term.) **4 hrs.**

NMD 406 Senior Capstone II
Senior Capstone II: This capstone experience is a critique-based class that offers students practical experience in researching, creating and presenting an independent senior thesis project. This is the execution phase of the senior project. The specific thesis topic and approach is to be developed by the student in consultation with his/her NMD art advisor and with the rotating faculty member directing Capstones I and II. Prerequisite: NMD 404. (Offered every spring term.) **2 hrs.**

NURSING RN-BSN

NRN 301 Health Assessment Across The Lifespan
Health Assessment Across The Lifespan: Focuses on the concept of health and its holistic assessment among healthly individuals and introduces the concepts of evidence-based care, when needed. Selected experiences enable students to integrate knowledge and assessment skills. RN-BSN students only. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every spring term.) **4 hrs.**

NRN 310 Nursing: A Practice Discipline
Nursing: A Practice Discipline: Focuses on the discipline of professional nursing. Concepts relevant to nursing are explored. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every spring term.) **3 hrs.**

NRN 375 Health Informatics
Health Informatics: Familiarizes students with the concepts and theories that form the foundation of healthcare and clinical information systems. Using concepts, theories, and technology nursing students will apply health informatics to their nursing practice in a collaborative work environment. Prerequiste: Regisered Nurse enrolled in RN-BSN track. (Offered every fall term.) **3 hrs.**

NRN 402 Public Health & Comm Health Nursing
Public Health and Community Health Nursing: This course examines nursing as a part of the larger health care delivery system. Emphasis is on identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. This course meets clinical practice requirements for the RN-BSN track (45 clinical hours). Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every term.) **4 hrs.**

NRN 442 RN-BSN Synthesis
RN-BSN Synthesis: Focuses on analysis and synthesis of concepts from nursing and the physical, social and behavioral sciences. Students refine, broaden, and expand their nursing practice. Prerequisite: Registered Nursing enrolled in RN-BSN track. (Offered every summer term.) **4 hrs.**

NRN 454 Nursing Perspectives
Nursing Perspectives: Focuses on professional nursing issues that have an impact on current and future practice. Prerequisite: Registered Nurse enrolled in the RN-BSN track. (Offered every spring term.) **3 hrs.**

NRN 470 Gerontological Nursing
Gerontological Nursing: Emphasizes nursing care of older adults in contemporary health settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults, with intense consideration of evidence basis for care. Prerequisite: Registered Nurse enrolled in the RN-BSN track. (Offered every summer term.) **3 hrs.**

NRN 474 Research and Evidence
Research and Evidence: Introduces students to the research process. The class focuses on the use of critical thinking skills, evidence-based care, research outcomes used toward quality improvement, and the promotion of safe, effective, therapeutic interventions. The class examines quantitative and qualitative research, research design, understanding statistics, and ethical issues related to evidence-based care and nursing research. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every summer term.) **3 hrs.**

NRN 475 Leadership Development
Leadership Development: Emphasizes values of the leader and tools of management as they pertain to the nursing profession and the health-care delivery system. Management theory and related concepts are presented for integration into professional nursing practice. Prerequisite: Registered Nurse enrolled in RN-BSN track. (Offered every fall term.) **3 hrs.**

NURSING

NUR 105 Medical Terminology
Medical Terminology: Introduces the basic techniques of medical word building anatomical, physiological, and pathological terms, including pronounciation and meanings. Students are introduced to common medical abbreviations and common terms used to communicate within healthcare settings. Open to all students. Prerequisite: None. (Offered as needed.) **3 hrs.**

NUR 205 Nutrition
Nutrition: Applies the basic principles of human nutrition to all life cycle stages with emphasis on nutrients and their utilization in the human body. Food patterns, availability, acceptability, and safety are stressed as they relate to individuals and population groups. Open to all students. Prerequisite: None. (Offered as needed.) **3 hrs.**

NUR 301 Health Assessment Across The Lifespan
Health Assessment Across The Lifespan: Focuses on the concept of health and its holistic assessment among healthy individuals and introduces the concept of evidence-based care, when needed. Selected experiences enable students to integrate knowledge and assessment skills. Course fee applies. Prerequisites: BIO 120, BIO 213, BIO 214. Corequisites. NUR 305, NUR 370, NUR 391. (Offered every fall term.) **4 hrs.**

NUR 305 Pathophysiology
Pathophysiology: Differentiates alterations in biophysical and energy processes and individualized human responses. Prerequisites: BIO 213 and BIO 214. Corequsites: NUR 301, NUR 370, and NUR 391. (Offered every term.) **3 hrs.**

NUR 307 Concepts of Mental Health Nursing
Concepts of Mental Health Nursing: Focuses on the concept of mental well-being and its role in holistic health and explores the interdisciplinary approach to mental health care and synthesizes assessment and communication skills in mental health care. Prerequisites: NUR 301, NUR 305, NUR 370, and NUR 391. Co-requisites: NUR 309, NUR 375, and NUR 396. (Offered every fall and spring term.) **3 hrs.**

NUR 309 Pharmacological Interventions
Pharmacological Interventions: Practice implications of safe, competent pharmacotherapeutics in diverse patient populations across the lifespan. Prerequisite: NUR 301, NUR 305, NUR 370 and NUR 391. Corequisites: NUR 307, NUR 375k and NUR 396. (Offered every fall and spring term.) **3 hrs.**

NUR 370 Concepts of Professional Nursing
Concepts of Professional Nursing: Explores the historic and current nursing profession in the health care system with emphasis on values-based practice and evidence-based care. Prerequisite: entry into the BSN program. Corequisites: NUR 301, NUR 305, NUR 391. (Offered every term.) **3 hrs.**

NUR 375 Health Informatics
Health Informatics: Familiarizes students with the concepts and theories that form the foundation of healthcare and clinical information systems. Using concepts, theories, and technology, nursing students will apply health informatics to their nursing practice in a collaborative work environment. Corequisites: NUR 307, NUR 309 and NUR 396. (Offered every fall and spring term.) **3 hrs.**

NUR 391 The Art and Science of Nursing I
The Art and Science of Nursing I: Establishes the basis for professional nursing practice by introducing the foundational theoretical concepts and fundamental skills integral to professional nursing practice. Students will experience clinical practice in the simulation lab and a variety of health care settings. Class 4 hours per week. Clinical 90 hours per semester. Prerequisite: entry into the BSN program. Corequisites: NUR 301, NUR 305, and NUR 370. (Offered every term.) **6 hrs.**

NUR 396 The Art and Science of Nursing II
The Art and Science of Nursing II: A description of theoretical concepts, technical skills, and practice implications integral to the nursing care of children and families. Students will participate in clinical practice in the simulatoin lab and in a variety of acute care and community settings. Class 4 hours per week. Clinical 90 hours per semester. Prerequisites: NUR 301, NUR 305, NUR 370, and NUR 391. Corequsites: NUR 307, NUR 309, and NUR 375. (Offered every fall and spring term.) **6 hrs.**

NUR 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in NUR 399. The total number of hours for NUR 398 and NUR 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

NUR 399 International Experience
International Experience: The international experience component of NUR 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. Total hours for NUR 398 and NUR 399 cannot exceed four total hours. Prerequisite: Completion of NUR 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

NUR 470 Gerontological Nursing
Gerontological Nursing: Emphasizes nursing care of older adults in contemporary health settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults with intense consideration of evidence basis for care. Prerequisites: NUR 307, NUR 309, NUR 375 and NUR 396. Corequisites: NUR 470 and NUR 491. (Offered every term.) **3 hrs.**

NUR 474 Research and Evidence
Research and Evidence: Introduces students to the research process. Focus is on the use of critical thinking skills, evidence-based care, and research outcomes used toward quality improvement in order to promote safe, effective, therapeutic interventions. The class examines quantitative and qualitative research, research design, understanding statistics, and ethical issues related to evidence-based care and nursing research. Prerequisites: NUR 307, NUR 309, NUR 375, and NUR 396. Corequisites: NUR 470 and NUR 491. (Offered every fall and spring term.) **3 hrs.**

NUR 475 Leadership Development
Leadership Development: Values of the leader and tools of management are emphasized as they pertain to the nursing profession and the healthcare delivery systems. Management theory and related concepts are presented for integration into professional nursing practice. Prerequisites. NUR 470, NUR 474, and NUR 491. Corequisites: NUR 495, NUR 496, NUR 497. (Offered every fall and spring term.) **3 hrs.**

NUR 491 The Art and Science of Nursing III
The Art and Science of Nursing III: Applies the use of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults experiencing alterations in health. The class will make use of clinical practice in the simulation lab and in acute care settings. Class 4 hours per week. Clinical 90 hours per term. Prerequisites: NUR 305, NUR 307, NUR 375, and NUR 396. Corequisites: NUR 470 and NUR 474. (Offered every fall and spring term.) **6 hrs.**

NUR 495 The Art and Science of Nursing IV
The Art and Science of Nursing IV: Involves the integration of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults and utilizes increasing knowledge base with concentration on complex health issues and related illness management in a clinical immersion experience. Class 4 hours per week. Clinical 126 hours per term. Prerequsites: NUR 470, NUR 474, and NUR 491. Corequisites: NUR 475, NUR 496, and NUR 497. (Offered every fall and spring term.) **7 hrs.**

NUR 496 The Art and Science of Nursing V
The Art and Science of Nursing V: Involves the examination of theoretical concepts and foundations for public health nursing, nursing in communities, and populations. The class examines the integration of the practice of professional nursing in public health and clinical practice in simulation and community settings. Class 3 hours per week. Clinical 45 hours per semester. Prerequisite: NUR 470, NUR 474, and NUR 491. Corequisites: NUR 475, NUR 495, and NUR 497. (Offered every fall and spring term.) **4 hrs.**

NUR 497 The Art and Science of Nursing VI
The Art and Science of Nursing VI: Examines synthesis and application of values-based practice and evidence-based care in prepartion for professional nursing practice. Prerequisites: NUR 470, NUR 474, and NUR 491. Corequisites: NUR 475, NUR 495, and NUR 496. (Offered every fall and spring term.) **1 hr.**

NUR 546 Financial Managment in Healthcare Organizations
Financial Management in Healthcare Organizations: Examines principles of fiscal management and allocaiton of resources to optimize care and focuses on concepts of safety, effectiveness and cost related to budgetary issues in healthcare settings. Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every spring.) **3 hrs.**

NUR 612 Theoretical Foundations
Theoretical Foundations: Focuses on the development and analysis of knowledge within nursing theory as a foundation for nursing practice and the examination of nursing research. (Offered every term.) **3 hrs.**

NUR 616 Health Care Administration
Health Care Administration: Examines fundamentals of healthcare administration including concepts of accounting, economics, finance, management, and marketing. Emphasis centers on integration of these topics into an expansive model to porvide an underlying foundation for managers in healthcare settings. Prerequsites: NUR 612, NUR 624, NURS 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every summer.) **3 hrs.**

NUR 620 Curriculum Building and Evaluation
Curriculum Building and Evaluation: Examines the process of curriculum development in academic and practice settings including methods of program evaluation. Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656.

(Offered every spring.) **3 hrs.**

NUR 624 Health Policy
Health Policy: Develops a comprehensive knowledge of how health policy is formulated and how it impacts clinical practice and healthcare delivery. (Offered every term.) **3 hrs.**

NUR 628 Informatics in Health Care
Informatics in Health Care: Focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations and explores the uses of computer applications to support clinical and administrative decision making. (Offered every term.) **3 hrs.**

NUR 630 Data Interpretation
Data Interpretation: Focuses on selecting statistical procedures for analyzing data and interpreting the statistics most commonly reported in health care literature. Also included will be data analysis techniques for qualitative data often seen in health care and educational settings. (Offered every term.) **3 hrs.**

NUR 632 Research Methods
Research Methods: Focuses on critical analysis of research reports, research methods, and the relationship between theory, research, and evidence-based practice. (Offered every term.) **3 hrs.**

NUR 633 Teaching/Learning in Nursing Educucation
Teaching and Learning in Nursing Education: Examines the theoretical and research foundations of teaching strategies and pedagogie and emphasizes the scholarship of teaching and learning in varied learning environments. Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every spring term.) **3 hrs.**

NUR 634 Health Care Practicum
Health Care Practicum: A precepted practicum course in which students apply leadership and management principles to a specific health care setting and examine how standards of professional practice and performance for nurse administrators are implemented. The course requires 150 hours of clinical (may be divided over 2 semesters) and 15 hours of seminar (must be taken in the first semester). Repeatable for a total of 4 hours. Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every fall and spring term.) **2-4 hrs.**

NUR 636 Assessment & Evaluation in Nursing Education
Assessment and Evaluation in Nursing Education: Examines assessment and evaluation of learner outcomes in varied learning environments. Prerequisites: NUR 612, NUR 624, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every summer term.) **3 hrs.**

NUR 638 Leadership in Nursing Education
Leadership in Nursing Education: Examines integral components of leadership in nursing education in varied learning environments. Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every summer term.) **3 hrs.**

NUR 644 Nurse Educator Practicum
Nurse Educator Practicum: A precepted practicum course in which students apply education principles by participating in all phases of the teaching role including classroom and clinical instruction in either an academic or clinical setting. The course requires 150 hours of clinical and 15 hours of seminar Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every fall and spring term.) **4 hrs.**

NUR 651 Professionalism and Ethics
Professionalism and Ethics: Examines the integrative relationships among values clarification, ethical decision-making, and professional leadership in healthcare organizations. (Offered every term.) **3 hrs.**

NUR 652 Management of Clinical Outcomes
Management of Clinical Outcomes: Focuses on the theory and application of advanced nursing therapeutics and evaluation of their effectivenes in improving client health outcomes. Content includes pharmacotherapeutics, teaching and learning theory, risk anticipation analysis, and evidence supporting both traditional and complementary therapies. (3 didactic, 1 clinical; 75 hours clinical practice.) Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every term.) **4 hrs.**

NUR 653 Management of the Care Environment
Management of the Care Environment: Focuses on the management of processes and resources within the clinical care environment with the goal of achieving optimal outcomes. The clinical components are designed to provide students with an opportunity to participate in clinical microsystems managements as part of a management team. (3 didactic, 1 clinical; 75 hours clinical practice.) Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every term.) **4 hrs.**

NUR 654 Clinical Nurse Leader Residency
Clincial Nurse Leader Reidency: An immersion experience during which students practice implementing the Clinical Nurse Learder role. Working with preceptors, students will demonstrate leadership in managing the clinical outcomes of patients, and in managing the quality outcomes of the care environment. (300 hours clinical practice.) Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every terrn.) **6 hrs.**

NUR 655 Integrative Clinical Concepts
Integrative Clinical Concepts: Integrates advanced concepts of pathophysiology, pharmacology, and health assessment within the contexts of individual, family, and populations through use of clinical exemplars. (Offered every term.) **3 hrs.**

NUR 656 Integrative Clinical Concepts Practicum
Integrative Clinical Concepts Practicum: Focuses on application of advanced concepts related to pathophysiology, pharmacology and health assessment within the context of individual, family, and populations. (75 hours of clinical). (Offered every term.) **1 hr.**

NUR 657 Integrative Clinical Concepts and Practicum
Integrative Clinical Concepts and Practicum: Integrates advanced concepts of pathophysiology, pharmacology, and physical assessment within the contexts of individual, family, and populations through the use of exemplars in course content and precepted clinical experiences. (75 hours of clinical) . (first offered spring 2017 and then every semester) *4* **hrs.**

NUR 661 Leadership Principles and Practices
Leadership Principles and Practices: This course examines advanced concepts of administrative roles and functions in organizations. Prerequisites: Completion of core courses. (offered spring and fall; first offered spring 2018) **3 hrs.**

NUR 662 Financial Management for Nurse Leaders
Financial Management for Nurse Leaders: This course prepares student to apply essentials of financial management to nursing leadership roles in varied systems. Prerequisites: NUR 661. (offered spring and fall; first offered spring 2018) **3 hrs.**

NUR 663 Principles of Curriculum and Evaluation
Principles of Curriculum & Evaluation: This course examines the process of curriculum development in academic and practice settings, including methods of program evaluation. Prerequisites: NUR 662. (offered spring and summer; first offered summer 2018) . **3 hrs**

NUR 664 Educational Principles & Practices
Educational Principles & Practices: This course examines the theoretical and evidence-based foundations of teaching, learning, and assessment in varied learning environments. Prerequisites: NUR 663. (offered spring and summer, first offered summer 2 2018) **3 hrs.**

NUR 667 Nurse Administrator Residency
Nurse Administrator Residency: This course is an immersion experience during which students implement the nurse administrator role. Pre-requisite NUR 664. (16 week course with 150 hours of clinical). (offered summer and fall; first offered fall 2018) **4 hrs**

NUR 668 Nurse Educator Residency
Nurse Educator Residency: This course is an immersion experience during which students implement the nurse educator role. Prerequisites: NUR 664 (16 week course with 150 hours of clinical). (offered summer and fall; first offered fall 2018) **4 hrs**

NUR 670 Nursing Capstone Project
Nursing Capstone Project: An individualized learning experience, where students conduct a scholarly evidence-based nursing project. Students must be within 6 or fewer credit hours of graduation to enroll. Capstone Projects must be completed in 4 semesters, with enrollment in NUR 670 or NUR 671. Corerequisites: NUR 652, NUR 634, NUR 644, NUR 667, or NUR 668 depending on specialty track. (Offered every term.) *Pass/Fail.* **2 hrs.**

NUR 671 Nursing Capstone Continuation
Nursing Capstone Continuation: Students who have enrolled in but not completed the Nursing Capstone Project after 2 credits must enroll in Capstone Continuation each subsequent semester until completion of the project, up to a total of 2 semesters. Students will develop an individualized progression plan for each semester of enrollment. Prerequisites: NUR 612, NUR 624, NUR 628, NUR 630, NUR 632, NUR 655, and NUR 656. (Offered every term.) *Pass/Fail.* **1 hr.**

NUR 680 Independent Study
Independent Study: This course is designed to meet individual learning needs that build on current courses in the curriculum. May be repeated for credit. (Offered as needed). **1-3 hrs.**

ORGANIZATION DEVELOPMENT

ODV 600 Leadership Development
Leadership Development: The primary objective of the course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. A grade of Pass = B or better. *Pass/Fail.* **3 hrs.**

ODV 605 Introduction to Organization Development
Introduction to Organization Development: This course provides an overview of organization development, including its history, ethics, literature, and the principle behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intra-group interventions as coaching, process consultation, teaming, and behavior modeling. **3 hrs.**

ODV 610 Organizational System Change
Organizational System Change: Building on ODV 605, this advanced graduate seminar explores cutting practices and findings in the field of organization development. Students participate in an applied OD effort that includes data collection and analysis, and client feedback. Special attention will be paid to the impact of emerging trends such as innovation and complexity theory on best practices in change management. Prerequisite: ODV 605. **3 hrs.**

ODV 615 Business Acumen
Business Acumen: In this survey course, foundational concepts of accounting, finance, marketing, operations, organizational dynamics, and strategy are introduced. A variety of organizational contexts are considered. Students will learn to develop a business case for change at various levels, including program return on investment and impacts. This course is designed to introduce key concepts and applications associated with "the language of business." **3 hrs.**

ODV 620 Interpersonal and Group Dynamics
Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. This course is cross listed with PMB 677. Prerequisite: None. **3 hrs.**

ODV 625 Introduction to Coaching Theories and Applications
Introduction to Coaching Theories and Applications: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, as well as, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. **3 hrs.**

ODV 630 Research Methods
Research Methods: This course introduces students to research methods, statistics, quantitative and qualitative analyses. Special focus is given to research methods utilized in the social sciences, the philosophy of research, issues in applied and action research, problem formulation, research design, sampling theory, data collection methods, data analysis, the interpretation of quantitative and qualitative data, the organization and presentation of research findings, and report writing. Emphasis is given to evaluating, interpreting, and analyzing published research. Prerequisite: ODV 610 and ODV 620. **3 hrs.**

ODV 632 Conflict and Negotiation
Conflict and Negotiation: The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. Cross listed with PMB 656. **3 hrs.**

ODV 634 Advanced Coaching Theories and Practice
Advanced Coaching Theories and Pratice: This course is a survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advanced coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Prerequisite: ODV 625. **3 hrs.**

ODV 636 Coaching Practicum
Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Prerequisite: ODV 625 and ODV 634 with a grade of B or better. **3 hrs.**

ODV 638 Entrepreneurship
Entrepreneurship: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure. The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. Cross listed

with PMB 662. **3 hrs.**

ODV 642 Personality Assessments for Work
Personality Assessments for Work: This course is a laboratory in the choice, administration, and interpretation of tests as an aid in selecting and optimizing individuals for the work force. A wide variety of personality tests will be administered to all class participants, including assessments of behavioral traits, mental abilities, physical characteristics, values, competencies, and key result areas. Issues to be considered include test design and construction, validity and reliability, criteria for choosing a tests, face-to-face versus online administration, cross-cultural and translation factors, ethics, legality, and basic personality theory. All will be integrated with the Human Resource Organization (HRO) model of personnel management. Prerequisite: None. **3 hrs.**

ODV 644 Management Consulting
Management Consulting: This course introduces the concepts, methods, skills, and attributes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. Prerequisites: ODV 610 and ODV 615. **3 hrs.**

ODV 646 Transformational Change
Transformational Change: Transformation Change provides an experience of an intensive leadership development process focused on the individual becoming a more fully integrated person. Using a highly experiential approach, the course utilizes personality and leadership assessments, reflective paper and journaling to create a platform for transformational change. Special emphasis is placed on building personal resiliency with a focus on moving towards self-actualization and growth by identifying and managing an individual's unique leadership "shadow." This experience is an intensive process to promote transformational growth and breakthrough leadership development. Prerequisite: None. **3 hrs.**

ODV 648 Creative Connections
Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for creative problem-solving. Everyone is creative, but not everyone has explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Prerequisite: None. **3 hrs.**

ODV 652 International Experience
International Experience: During this course, students participate in a "hands-on" OD effort in collaboration with an international OD program in a country or countries in Europe, Asia, Africa, Latin America, or North America. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclution of the travel experience. **3 hrs.**

ODV 654 Independent Study in Organizational Development
Independent Study in Organizational Development::This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must meet the faculty member supervising the study prior to registration for the course to complete the proposal for an independent study. The form is available from the student's advisor. Repeatable for a total of 6 hrs. **1-3 hrs.**

ODV 670 Topics in Organization Development
Topics in Organization Development: Topics courses are offered on a regular basis and will vary by term. Possible topics include Organizational Resiliency, Business Continuity and Organizational Responses to Disruptive Change. Repeatable for a total of 9 hrs. **3 hrs.**

ODV 675 Capstone Practicum in Organization Development
Capstone Practicum in Organization Development: The capstone course is the culmination of the program. This research and writing intensive course requires, through applied research, the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. The preparation of an integrative project based on an applied field experience is required. May not be taken with another core course. Prerequisite: Completion of all other courses. **6 hrs.**

PHILOSOPHY

PHL 110 Introduction to Philosophy
Introduction to Philosophy: Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. (Offered every term.) **4 hrs.**

PHL 120 Philosophy Through Film
Philosophy Through Film: This course focuses on philosophical issues raised by thought provoking films. Included in the course are topics and films such as Memento and personal identity, Vertigo and ethics, Fight Club and social philosophy. Students will develop their ability to engage with film and connect their insights to their everyday lives. (Offered every fall semester.) **4 hrs.**

PHL 210 Introductory Logic
Introductory Logic: A study of the major forms of reasoning: deductive, inductive, and explanatory--used in everyday life, science, and philosophy. Attention will be given to the use of logical techniques in problem-solving. (Offered every even spring term.) **4 hrs.**

PHL 220 Philosophy of the Body
Philosophy of the Body: This course investigates work by philosophers on the lived experience of human embodiment and also includes studio time in which we practice a range of somatic practices including Tai chi, yoga, meditation, and contact improvisation. Emphasis is placed on promoting the experience of mind and body unification both in the classroom, in the studio, and in day-to-day life. Prerequisite: None. (Offered every even spring term.) **4 hrs.**

PHL 290 Seminar in Philosophy
Seminar in Philosophy: This introductory seminar will engage in an extended study of a philosophical topic and is intended to develop the student's imagination, critical thinking skills, and knowledge of a particular topic in philosophy. Topics may include those related to the thought and culture of a particular country or region. Topics will vary, and the course is repeatable once for a different topic. Repeatable for a total of 8 hours. Prerequisite: None. (Offered as needed.) **4 hrs.**

PHL 305 Contemporary Moral Issues
Contemporary Moral Issues: This course examines pressing moral issues from an array of perspectives. Traditional ethical theory (as presented by Aristotle, Mill, Kant, and Rawls) and religious ethical traditions (such as Christian, Hindu, Buddhist, Daoist, and Confucian) are used to analyze contemporary issues such as euthanasia, genomica, poverty, environmental ethics, and war. Prerequisite: None. (Offered every fall term.) **4 hrs.**

PHL 310 Biomedical Ethics
Biomedical Ethics: An investigtion of the major ethical dilemmas arising with the intersection of modern science and ethics. The course intends to assist students to identify, analyze and decide ethical issues in such a way that they can defend their positions to themselves and to others. Some of the issues to be investigated are death and dying, patient rights and responsibilities, and theories of justice in the allocaiton of medical resources. Prerequisite: None. (Offered every fall term.) **4 hrs.**

PHL 320 Philosophy of Art
Philosophy of Art: This course investigates philosophical questions raised by artists and their work, art criticism, the identity of art works, censorshiip, and the function of art in society. The thought of Anglo-American and European thinkers and artists is considered as are Asian philosophies of art. Prerequisite: None. (Offered every even fall term.) **4 hrs.**

PHL 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the nature of the environment, environmental aesthetics, the relationship between aesthetics and ethics, and the relationship betweeen environmental philosophy and environmental activism. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. Prerequisite: None. (Offered every odd spring term.) **4 hrs.**

PHL 330 Social and Political Philosophy
Social and Political Philosophy: This course examines key issues in social and political philosophy, from ancient Greece to the present. Topics include the nature, justification and forms of the state, the foundation and limits of individual freedom, the justification of punishment, economic systems and distributive justice, the role of religion in a democracy, and cultural, racial, and gender diversity. Prerequisite: at least one course in philosophy, religion or political science. (Offered odd fall terms.) **4 hrs.**

PHL 340 Philosophy of Religion
Philosophy of Religion: An investigation of the major philosophical issues involved in religious thought and experience. Topics may vary, but may include the nature of religious experience, the existence of God, faith and reason, the problem of evil, and the nature of religious language. Prerequisite: at least one course in philosophy or religion. (Offered every odd spring term.) **4 hrs.**

PHL 345 Eastern Philosophy
Eastern Philosophy: This course examines the work of China's important philosophical and religious thinkers: Confucius, Laozi, Mencius, Zhuangzi, Mozi and Han Feizi. Students will learn how these individuals shaped other east-asian cultures and will also study the beliefs and practices of Daoism and Chinese Buddhism. Prerequisite: None. (Offered every odd fall term.) **4 hrs.**

PHL 350 Ancient and Medieval Philosophy
Ancient and Medieval Philosophy: A historical and conceptual investigation of the major texts of the Pre-Socratics, Plato, Aristotle and selected medieval thinkers, such as Augustine and Aquinas. Prerequisite: at least one course in philosophy or religion. (Offered every even spring semester.) **4 hrs.**

PHL 355 Contemporary Western Philosophy
Contemporary Western Philosophy: An investigation of major European and American philosophers of the 19th and 20th centuries, beginning with the existentialist thought of Klierkegaard and Nietzsche. The course will explore reactions to enlightenment thought, with emphasis on analytic philosophy and existentialism. Prerequisite: at least one course in philosophy or religion. (Offered every even fall term.) **4 hrs.**

PHL 360 American Philosophy
American Philosophy: A study of American philosophical thought from colonial times to the present, covering topics of individual, community, religion, science, ethics and democracy. Approaches covered include transcendentalists, pragmatists, neo-traditionalist, and post-modernists. Prerequisite: at lease one course in philosophy or religion. (Offered as needed.) **4 hrs.**

PHL 380 Topics in Philosophy
Topics in Philosophy: Concentrated study of a particular person, movement or issue in philosophy. Topics as proposed will be chosen by the department and approved by the education programs and Curriculum Committee to supplement regular offerings and to cover specialized problems. Course may be repeated for credit with different subtitles. Repeated for a total of 8 hrs. Prerequisite: at least one course in philosophy or religion. (Offered ad needed.) **4 hrs.**

PHL 390 Directed Study in Philosophy
Directed Study in Philosophy: Faculty-supervised study of an approved topic in philosophy through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. Repeatable for a total of 8 hrs. Prerequisites: junior or senior standing in the philosophy or religion majors and permission of the department. (Offered as needed.) **1-2 hrs.**

PHL 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in PHL 399. The total number of hours for PHL 398 and PHL 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

PHL 399 International Experience
International Experience: The international experience component of PHL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for PHL 398 and PHL 399 cannot exceed four total hours. Prerequisite: completion of PHL 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

PHL 400 Capstone in Philosophy
Capstone in Philosophy: In this course, majors in both religion and philosophy will pursue significant research projects in the context of a collaborative learning community. Working with the departmental faculty, students will complete a project that builds on work done in earlier courses, which will ideally be a paper or project of original thinking and thoughtful research. Prerequisites: PHL 345, junior standing in the major and 12 hours in philosophy. (Offered every fall term.) **4 hrs.**

PHYSICS

PHY 141 Conceptual Astronomy with Lab
Conceptual Astronomy with Lab: A course in descriptive astronomy in which emphasis is placed upon a general knowledge of the subject and related scientific principles. Topics covered include observing the night sky, the Solar System, stars, galaxies, and cosmology. Includes a lab that meets once a week. Students must be availaible for occasional observational labs at night. Lab fee applies. Prerequisite: None. (Offered as needed.) **4 hrs.**

PHY 201 College Physics I
College Physics I: Algebra-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Lab fee applies. Prerequisite: MAT 125, MAT 140 or successfully pass the Calculus Readiness Test. Corequsite: PHY 201L.. (Offered every fall term.) **4 hrs.**

PHY 202 College Physics II
College Physics II: Algebra-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic phyiscs. Lab fee applies. Prerequisite: PHY 201. Corequisite: PHY 202L. (Offered every spring term.) **4 hrs.**

PHY 211 University Physics I
University Physics I: Calculus-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism. Lab fee applies. Pre or corequisite: MAT 210. Corequisite: PHY 211L. (Offered every fall term.) **4 hrs.**

PHY 212 University Physics II

University Physics II: Calculus-based introduction to physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism. Lab fee applies. Prerequisite: PHY 211. Correquisite: PHY 212L. (Offered every spring term.) **4 hrs.**

PHY 250 Topics in Physics
Topics in Physics: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced as offered. May be repeated for credit under different subtitles, but total credits may not exceed eight hours. Prerequsites vary with topic. (Offered as needed.) **1-4 hrs.**

PHY 300 Investigations In Physics
Investigations in Physics: This course will introduce students to current topics and scientific literature in physics and closely related fields. Students will develop basic skills necessary to read, analyze and present scientific information in the form of oral and written presentations and papers. Prerequisite: PHY 212. (Offered every fall term). **4 hrs.**

PHY 311 Foundations of Modern Physics
Foundaitons of Modern Physics: Introduction to relativity and quantum mechanics, and to related topics in classical physics such as gravitation, thermodynamics, and electromagnetism. Prerequisite: PHY 212. Corequisite: PHY 311L. Lab fee applies. (Offered odd fall terms or as needed). **4 hrs.**

PHY 341 Astronomy and Astrophysics
Astronomy and Astrophysics: A course in astronomy and astrophysics. Topics covered include observing the universe, solar systems and their development, the life cycles of stars and galaxies, non-stellar objects, and cosmology. Includes a lab that meets once per week. Students must be available for occasional observational labs at night. Corequisite: PHY 341L. Prerequisite: PHY 311. Lab fee applies. (Offered odd-spring terms or as needed.) **4 hrs.**

PHY 350 Advanced Topics in Physics
Advanced Topics in Physics: This course provides the opportunity for a faculty member and a group of interested studenst to study an advanced subject that may not be offered on a regular basis in the curriculum. Topics are announced as offered. May be repeated for credit under different subtitles, but total credits may not exceed eight hours. Prerequisites and credit hours vary with the topic and course taught but will generally required the completion of PHY 311. (Offered as needed.) **1-4 hrs.**

PHY 370 Physics Instruction Leadership
Physics Instruction Leadership: This course is designed to prepare students as peer instructors in preparation for teaching assistantship in physics. The course examines student learning, cognitive development theories, and research supported strategies to increase student performance and retention. It utilizes peer-assisted study sessions to develop cognitive learning skills and course content mastery. Students will participate in class discussions, engage in self-reflective writing, and explore current literature to develop their own cognitive learning and leadership skills. Pre-requisite: 3.0 GPA, target course in physics in which the student received a B or better, and permission of the target course instructor, All students will register for a minimum of 2 credits, with an additional 1-2 credits available through additional leadership responsibilities and/or compleiton of a project on the Scholarship of Teaching and Learning (SOTL). (Offered each fall and spring term). **2-4 hrs.**

PHY 371 Physics Instruction Leadership II
Physics Instruction Leadership II: This course continues the development of students as peer instructors in preparation for a teaching assistantship in physics. The course examines student learning, cognitive development theories, and research supported strategies to increase student performance and retention. It utilizes peer-assisted study sessions to develop cognitive learning skills and course content mastery. Students will participate in class discussions, engage in self-reflective writing, and explore current literature to develop their own cognitive learning and leadership skills. Prerequisite: 3.0 GPA, target course in physics in which the student received a B or better, and permission of the target course instructor. All students will register for a minimum of 2 credits, with an additional 1-2 credits available through additional leadership responsibilities and/or completion of a project on the Scholarship of Teaching and Learning (SOTL).PHYS 371 is acceptable as an equivalent to SLD 371. (Offered each spring term) **2-4 hrs.**

PHY 375 Teaching Assistantship in Physics
Teaching Assistantship in Physics: Practical experience teaching physics as an introductory lab assistant. Duties will cover laboratory set-up, mentoring during lab, and occasional pre-lab instruction. May be repeated once for one additional credit. Prerequisite: PHY 212; PHY 311 to assist with PHY 311L; PHY 341 to assist with PHY 341L. (Offered each fall and spring term). **1-2 hrs.**

PHY 460 Independent Study in Physics
Independent Study in Physics: This course allows students to pursue independent research projects in area of the students' interest in consultation with a faculty member. Written reports and/or oral examinations will be required. May be repeated for credit, but total credits may not exceed eight hours. Prerequisite: Open to advanced students with permission of the instructor. (Offered as needed.) **1-4 hrs.**

PHY 491 Research Seminar
Research Seminar: A forum for exploring current research in physics and physics education. The student will read and analyze articles from current publications, participate in presentations by senior students and faculty, and conclude by choosing a research topic to pursue for PHY 492. Prerequisite: third or fourth year Physics major. (Offered every spring term.) **1 hr.**

PHY 492 Physics Research
Physics Research: The student will conduct a supervised research project under the guidance of a faculty advisor. The finished product will be a written paper, along with a presentation suitable for inclusion in a regional conference. Prerequisite: PHY 491. (Offered every fall term). **3 hrs.**

PROFESSIONAL MBA

PMB 542 MBA Foundations I
MBA Foundations I: This course covers Financial Accounting and Statistics concepts essential in core PMB courses. A grade of Pass = B or higher. Prerequisite: None. *Pass/No Record.* **3 hrs.**

PMB 543 MBA Foundations II
MBA Foundations II: This course covers Finance and Statistics concepts essential to success in the core PMB courses. A grade of Pass = B or better. Prerequisite: PMB 542. *Pass/No Record.* **3 hrs.**

PMB 600 Leadership Development
Leadership Development: The primary objective of the course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. A grade of Pass = B or better. Prerequisite: None. *Pass/Fail.* **3 hrs.**

PMB 605 Law and Ethics
Law and Ethics: This course examines the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Speciality topics will include employment and labor law, environmental law, litigation/risk

management, insurance and others. **3 hrs.**

PMB 610 Organizational Behavior
Organizational Behavior: This course provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is placed on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, and employee participation activities necessary to generate goods and services in profit and non-profit organizations. Prerequisite: None. **3 hrs.**

PMB 615 Economics for Managers
Economics for Managers: This course introduces core economic concepts and relationships pertinent to business strategy formulation and managerial decisions. Topics covered include the role and interaction between consumer demand, firm costs, and industry market structure in guiding informed managerial decisions, the impact of alternative public policies at the industry and firm level, and assessment of broader macroeconomic policies. Students learn and apply basic economic concepts to gain understanding of their use and importance for business management and effective decision making. Prerequisite: None. **3 hrs.**

PMB 620 Managerial Accounting
Managerial Accounting: This course examines the way in which managers analyze and use accounting information to make effective management decisions. The course focuses on how to compute and prepare special analyses and reports as well as how to interpret those results for decision making purposes. Major topics include financial statements, product costing, budgeting, cost-volume-profit relationship, and planning and control. Prerequisite: PMB 542. **3 hrs.**

PMB 625 Managerial Finance
Managerial Finance: This course introduces students to the theory and practice of corporate finance in a valuation and decision making context. In particular, students will learn to employ a valuation approach for making decisions in areas including capital budgeting, capital structure, cash distributions, raising capital, and mergers and acquisitions;. The course blends theoretical aspects of corporate finance with case discussions. Prerequisite: PMB 543. **3 hrs.**

PMB 630 Marketing Management
Marketing Management: The marketing manager's requirements include analyzing markets, designing and implementing marketing strategies, and managing brands. These requirements are achieved by identifying and targeting customer needs that can be satisfied by the organization's value proposition. A successful marketer, therefore, focuses an organization's resources to meet customer needs and to maximize internal objectives. In this course, students will utilize quantitative and qualitative methods that enhance the likelihood of successfully achieving these goals. Prerequisite: PMB 542. **3 hrs.**

PMB 635 Business Analytics
Business Analytics: This course provides an overview of concepts, techniques and applications of statistical data analysis and management science as they support decision making processes throughout the organization. Includes quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. The course includes the application of current computer software. Prerequisites: PMB 542 and PMB 543. **3 hrs.**

PMB 640 Managing in a Global Context
Managing in a Global Context: This course develops an understanding of the challenges that firms and their managers face in attempting to operate in an increasingly global business environment. The course explores the causes and consequences of the evolving global business environment including the changing patterns of international trade and investment, the nature and impact of international trade policies and institutions, exchange rates and the management of exchange rate risk. Case analysis is used to explore management of the multinational enterprise including strategic options for international expansion, parent-subsidiary relationships, and the challenges of operating in a multi-cultural business environment. Prerequisite: PMB 615. **3 hrs.**

PMB 645 Management Information Systems
Management Information Systems: This course examines how information systems are developed and used in organizations to achieve business success and competitive advantage. Emphasis is placed on information technology as an enabler to support business strategy, define business models and provide for more efficient operations in both domestic and global business environments. Prerequisite: None. **3 hrs.**

PMB 650 Operations Management
Operations Management: This course explores the relationship between operating systems of the organization and the marketing, financial and human resource systems. Tactical day-to-day operating decisions and long-range strategic decisions are covered and discussed. The student will learn strategies and methods that will assist in discerning how productive entities work and ways to improve performance. Prerequisite: PMB 610. **3 hrs.**

PMB 655 Strategic Planning and Implementation
Strategic Planning and Implementation: This course integrates many of the student's academic and professional experiences to focus on the strategic planning necessary for an organization to define and achieve its overall objectives. The course includes discussion of cases and a project. The ability to identify issues and problems and to develop management strategies for an organization is emphasized. Prerequisites: PMB 610, PMB 615, PMB 620, PMB 625, and PMB 630. **3 hrs.**

PMB 656 Conflict and Negotiation
Conflict and Negotiation: The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. Prerequisite: None. Cross listed with ODV 632. **3 hrs.**

PMB 657 Marketing Research
Marketing Research: This course provides an introduction into marketing research processes and results. Upon completing this course, the student should be able to interpret research findings and to reach meaningful conclusions based upon those findings. To meet these objectives, this course requires actual fieldwork supplemented by case studies. Prerequisite: PMB 630. **3 hrs.**

PMB 658 Investment Analysis
Investment Analysis: This course includes the study of capital market theory, the balance between risk and return, rates of return required by investors and the study of betas in the capital asset pricing model, all examined from the viewpoint of the private investor. Prerequisite: PMB 625. **3 hrs.**

PMB 659 International Marketing
International Marketing: This course focuses on the economic, social and political influences on marketing management in the international context. Basic marketing principles and processes form the conceptual framework for understanding global integration, decision-making and strategic planning. Prerequisite: PMB 630. **3 hrs.**

PMB 662 Entrepreneurship
Entrepreneurship: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure. The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs

interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. Prerequisite: None. **3 hrs.**

PMB 663 Creative Connections
Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for creative problem-solving. Everyone is creative, but not everyone has explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Prerequisite: None. Cross listed with ODV 648. **3 hrs.**

PMB 664 Consumer Behavior
Consumer Behavior: This course provides the student with an overview of consumer decision-making process and factors that influence this process. The course will examine the psychological and sociological aspects of how consumers evaluate their ever-increasing purchasing options. Understanding such a process is a critical factor in strategic planning. The manner in which marketers utilize such information will be emphasized through class analyses. Prerequisite: None. **3 hrs.**

PMB 665 International Experience
International Experience: During this course students participate in a "hands-on" exploration of the business environment of a country or countries in Europe, Asia, Latin America or North America. Course requirements include attendance at pretrip seminars and completion of all course assignments after the conclusion of the travel experience.Prerequisite: None. Cross listed with ODV 652. **3 hrs.**

PMB 667 Transformational Change
Transformational Change: Transformational Change provides an experience of an intensive leadership development process focused on the individual becoming a more fully integrated person. Using a highly experiential approach, the course utilizes personality and leadership assessments, reflective papers and journaling to create a platform for transformational change. Special emphasis is placed on building personal resiliency with a focus on moving towards self-actualization and growth by identifying and managing an individual's unique leadership "shadow." This experience is an intensive process to promote transformational growth and breakthrough leadership development. Prerequisite: None. Cross listed with ODV 646. **3 hrs.**

PMB 668 International Financial Management
International Financial Management: This course is an in-depth look at the role of money in the modern economy, the international market for currencies, hedging and speculation in international finance, exchange rates and the effect of international money movements on domestic economic activity. Prerequisites: PMB 625 and PMB 640. **3 hrs.**

PMB 671 Seminar in Financial Management
Seminar in Financial Management: The seminar will focus on various areas within the discipline using case analyses. Topics may include, but are not limited to, Working Capital, Capital Budgeting, Capital Structure, and Mergers and Acquisitions. Prerequisite: PMB 625. **3 hrs.**

PMB 672 Introduction to Coaching Theories
Introduction to Coaching Theories: This course examines organizational change and surveys the foundational disciplines on which the practice of organizational coaching is based, as well as, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. Cross-listed with ODV 625. Prerequisite: None. **3 hrs.**

PMB 673 Advanced Coaching Theories
Advanced Coaching Theories: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Cross-listed with ODV 634. Prerequisite: PMB 672. **3 hrs.**

PMB 674 Coaching Practicum
Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Cross-listed with ODV 636. Prerequisite: PMB 672 and PMB 673 with a grade of B or higher. **3 hrs.**

PMB 676 Management Consulting
Management Consulting: This course introduces the concepts, methods, skills, and attributes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. **3 hrs.**

PMB 677 Interpersonal and Group Dynamics
Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. **3 hrs.**

PMB 680 Independent Study
Independent Study: This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must complete and have approved a proposal for an Independent Study prior to registration for this course. **1-3 hrs.**

POLITICAL SCIENCE

POL 100 United States Government
United States Government: Origins and development of the constitution and the federal system; introduction to the presidency, Congress, Supreme Court; politcal parties and interest groups as actors in politics; conservatism and liberalism as motivating philosophies. No prerequisite. (Offered every fall term.) **4 hrs.**

POL 105 Introduction to Comparative Politics
Introduction to Comparative Politics: Introduction to the comparative study of politics. Examines the nature of contemporary political systems and explanations for how and why they vary. Examines the historical process of political change and development as well as country specific political instutitions, practices and policies. No prerequisite. (Offered every fall term) **4 hrs.**

POL 110 Introduction to International Relations
Introduction to International Relations: Introduction to the behavior of nation-states in the contemporary world system; examination of concepts and problems regarding security, international organizations and human rights. No prerequisite. (Offered every spring term.) **4 hrs.**

POL 120 Foundations in Law
Foundations in Law: This course explores the institutions and ideas that form the foundation of the American legal system. Students will

explore the role played by the courts, political institutions, and administrative agencies in forming the law, as well as the meaning and consequence of legal rules and standards in the areas of criminal law, constitutional law, administrative law, property, torts, and contracts. May be used as an elective in the Pre-Law minor. No prerequisite. (Offered every odd spring term.) **4 hrs.**

POL 150 Introduction to Political Analysis
Introduction to Political Analysis: This course is designed to introduce students to basic political analysis. It encourages students to reflect on how they interpret and define political events, explores the relationship between knowledge, its validation and the methods we use to collect information, and aims to cultivate a sophisticated and nuanced approach to political analysis through conceptual clairty, analytical rigor, and methodological awareness. Topics and assignments may vary by instructor. No prerequisite. (Offered every odd spring term.) **4 hrs.**

POL 215 Ethnics, Minority and Gender Politics
Ethnic, Minority and Gender Politics: An examination of the struggle for political, social, and economic rights on the part of ethnic minorities, religious minorities, and women in America. Focus is on political struggles, past discrimination, and present inequalities. A central question of the course looks at the extent to which opportunities for success are available to all groups. No prerequisite. (Offered every odd spring term.) **4 hrs.**

POL 220 European Politics
European Politics: Comparative analysis of history, political culture, institutions and behavior in selected modern European nations. Examination of the role of the European Union in shaping modern Europe. No prerequisite. (Offered every odd spring term.) **4 hrs.**

POL 230 Latin American Politics
Latin American Politics: This course introduces students to contemporary political conditions in Latin America and examines major theoretical explanation for political and economic development in the region. How can we explain the emergence of democratic governments after years of authoritarianism? How democratic are these governments? What is the relationship between democratization (political liberalization) and free market policies (economic liberalization)? What are the most serous threats to continued economic, social, and democratic process? Country emphasis will vary. No prerequisite. (Offered every odd fall term.) **4 hrs.**

POL 240 Asian Politics
Asian Politics: Comparative analysis of history, political culture, institutions and behaivor of selected modern Asian states; Asian regional institutions will be considered. No prerequisite. (Offered alternate odd spring terms.) **4 hrs.**

POL 250 Social Sciences Research Methods
Social Science Research Methods: In this course, students will explore how social scientists collect and analyze data and communicate research results. Students will have several opportunities to practice skills foundational to the research process, including developing empirical questions, using computer software to work with quantitative data, and critically reading scientific studies. Central topics include research ethics, sampling, survey design, and applied statistics. This course fulfills the writing-intensive course requirement. Prerequisite: one course in the social sciences (POL/PSY/SOC) and one course in elementary statistics (MAT 130 or 131). Cross-listed with SOC 250. (Offered every spring term.) **4 hrs.**

POL 280 Intermediate Topics: Political Science
Intermediate Topics in Political Science: Investigation of a single topic or area in political science. The topic may vary from term to term. No prerequisite. The course may not be repeated. (Offered as needed.) **4 hrs.**

POL 290 Moot Court
Moot Court: Introduction to basic legal terms and procedures. Examination of the techniques of legal arguments and the basics of writing of legal briefs. Students will be required to participate in simulated oral arguements. No prerequisite. (Offered every even spring terms.) **4 hrs.**

POL 295 Topics in Model United Nations
Topics in Model United Nations: This course is designed to give students an understanding of the United Nations and other international organizations. Students will either participate in a simulation; or design and execute a simulation. The course helps develop skills in diplomacy, negotiation, writing and public speaking. May be repeated for a total of 8 hours, although only 4 hours may count towards the major. (Offered every spring term.) **4 hrs.**

POL 300 Campaigns and Elections
Campaigns and Elections: This course will focus on the procedures of campaigns and elections, past and present. It will examine the various parts of an election campaign (money, organization, strategy, use of the media) in order to gain a better understanding of how modern campaigns are run and differ from campaigns in the past. Case studies will be utilized to illustrate key concepts and ideas. The course will focus on the congressional and/or presidential campaigns in process as the course is taught. No prerequisite. (Offered every even fall term.) **4 hrs.**

POL 305 Congress and the Presidency
Congress and the Presidency: Examination of the history, structures, functions and politics of the United States Congress and the Presidency including the electoral process, conflicts in decision-making, and policy outcomes. No prerequisite. (Offered every odd spring term.) **4 hrs.**

POL 310 Constitutional Law I (Power)
Constitional Law I (Power): Examines major decision by the United States Supremen Court in areas of legislative and executive power and commerce. Examines the structure and function of the American court system, its relationship to the political process, the basis for legal arguement and judicial decision-making. No prerequisite. (Offered every odd fall term.) **4 hrs.**

POL 311 Constitutional Law II (Liberty and Equality)
Constitutional Law II (Liberty and Equality): Examines major decisions by the United States Supreme Court in areas of civil rights and civil liberties. Examines the strucutre and function of the American court system, its relationship to the political processs, the basis for legal argument and judicial decision-making. No prerequisite. (Offered every even fall term.) **4 hrs.**

POL 315 Politics and the Media
Politics and the Media: A look at the role of the media in American politics, the intersection and collision of interests, and how new media and 24/7 news cycle is changing the relationship between reporters, politicians and voters. No prerequisite. (Offered every even spring term.) **4 hrs.**

POL 320 Politics of Immigration in the US
Politics of Immigration in the US: This course analyzes the politics of United States policy toward immigration. How does the United States government decide who is eligible to immigrate into the country? Who will be eligible for citizenship? What should we do about the millions of undocumented people who reside in the United States illegally? How should the government decide? The course takes a multidisciplinary approach to these questions, addressing the economics of immigration flows, the history of immigration to the United States, the ways in which immigration policy is decided by the United States government, and ethical issues around immigrtation. Film, fiction, and scholarly approaches to the topics are employed. The course may include field work--both research and service--in the immigrant community in Charlotte. No prerequisite. (Offered every even fall term.) **4 hrs.**

POL 321 US - Latin American Relations
US-Latin American Relations: This course explores the central issues in US-Latin Aermcian relations: national security, economic integration, immigration and drugs. We will examine each from the

perspectives of both the US and Latin America, seeking to understand the domestic and international determinants of US policies toward Latin America, as well as the consequences of these policies for the region. The course begins with a brief history of US policy towards Latin America. No prerequisite. (Offered every even fall term.) **4 hrs.**

POL 325 Contemporary US Foreign Policy
Contemporary US Foreign Policy: Analysis of the role of the United States in contemporary world politics; emphasis upon the nature of the foreign policy--making process and the rationale, content and impact of contemporary American international action and policies. No prerequisite. (Offered every odd fall term.) **4 hrs.**

POL 330 Environmental Politics
Environmental Politics: This course examines key issues in the area of environmental protection, focusing on how political actors make decisions about environmental policy. The course provides a look at the historical evolution of environmental issues, the extent of the environmental "crisis" and related moral and ethical questions. Topics include population growth, land and water protection, air qualilty (including ozone depletion and the greenhouse effect), the protection of animal life, and the disposal of regular, toxic and nuclear waste. No prerequisite. (Offered every spring term.) **4 hrs.**

POL 335 Politics in Developing Countries
Politics in Developing Countries: This course provides an introduction to the processes of political development and change in developing (or "Third world") countries. These countries account for most of the world's population. Some are desperately poor while others are rapidly developing industrial powers. Some are stable democracies, while others suffer under harsh dictatorships or remain mired in civil or ethnic strife. Indeed the countries considered part of the "developing" category are diverse socially, politically, and economically, but share common historical, political, and socioeconomic development patterns. It is these patterns-their nature and their implication for future development--that are focus of the course. Case studies will be drawn from Africa, Asia, the Middle East and Latin Aemrica. No prerequisite. (Offered every even fall term.) **4 hrs.**

POL 340 Global Conflict
Global Conflict: Examines the complexities of global conflict including its definition; reasons and sources of global conflict; political responses by states; legal means of addressing conflict through international and comparative law and to examine issues of success and failure in addressing conflict. Course structure includes reading, discussions, internet projects, in-class projects, presentations and the use of case study methods. No prerequisite. (Offered evern even fall term.) **4 hrs.**

POL 345 International Law and Organization
International Law and Organization: This course will focus upon the legal and policy issues raised by the development and functioning of intergovernmental organizations. It will introduce the basics of international public law and a comparative study of international organizations organized over the semester. Issues relating to rulemaking, trusteeship, human rights, dispute settlement, and enforcement will be central to this course. No prerequisite. (Offered every even spring term.) **4 hrs.**

POL 350 International Political Economy
International Political Economy: Examines the relationship between the state and the economy and explores the interaction of power or authority and markets. Examines whether economic activity is to benefit individual consumers, promote social welfare goals, or to maximize national power. Looks at specific issues such as globalization, competition among industrialized countries, economic development in poorer countries, the function of intergovernmental organizations, roles of multinational corporations, and the international monetary and trade systems. No prerequisite. (Offered every spring term.) **4 hrs.**

POL 355 Political Economy of North-South
Political Economy of North-South: Employs a political economy approach to understanding relations between countries in the developed north and the developing south. The course builds on concepts introduced in POL 350 International Political Economy: globalization, trade and financial relations, direct foreign investment, and the role of international organizations in structuring the world econmy. Emphasis is on the ways in which power asymmetries between developed and developing countries are reflected in these various areas, as well as the changing nature of north-south relationships in this era of rapidly expanding globaliztion. Prerequisite: POL 350 or permission of the instructor. (Offered as needed.) **4 hrs.**

POL 360 Topics in Political Thought
Topics in Political Thought: This course explores seminal works in political thought, and emphasizes the reading of whole texts. Emphasis on particular subjects and authors is at the discretion of the instructor. No prerequisite. (Offered every fall term.) **4 hrs.**

POL 370 Advanced Topics in Law
Topics in Law: Investigation of a single topic or area in contemporary domestic or international law. The topic may vary from term to term. This course may be repeated for up to 8 hours. No prerequisite. (Offered as needed,) **4 hrs.**

POL 380 Advanced Topics: Political Science
Advanced Topics in Political Science: Investigation of a single topic or area in political science. The topic may vary from term to term. This course may be repeated for up to 8 hours. No prerequisite. (Offered as needed.) **4 hrs.**

POL 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in POL 399. The total number of hours for POL 398 and POL 399 cannot exceed four total hours. Prequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

POL 399 International Experience
International Experience: The international experience component of POL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for POL 398 and POL 399 cannot exceed four total hours. Prerequisite: completion of POL 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

POL 400 Directed Readings
Directed Readings: Faculty-supervised study of an approved topic in politics through selected readings. To be evaluated through a weekly meeting with the instructor and an oral examination at the end of the term. Prerequisite: open to majors in the junior or senior year, with permission of the instructor and department chair. (Offered every term.) **2-4 hrs.**

POL 410 Capstone in Political Science
Capstone in Political Science: This course focuses on the application and reinforcement of research skills. Students will create and present a final project as their culminating experience in the major. This course fulfills the writing-intensive course requirement. Prerequisite: Junior standing and 12 credit hours in political science, or permission of the instructor. (Offered every fall term.) **4 hrs.**

POL 415 Advanced Research Participation
Advanced Research Participation: Participation in research programs in conjuction with faculty. At the end of the term, students will present the results of their work. Course may not be repeated for credit in the political science major, but may be repeated for general university elective credit. Prerequisites: POL 250, and permission of the instructor. (Offered every term.) **2-4 hrs.**

POL 420 Independent Research

Independent Research: Opportunity for independent investigation resulting in a thesis of approximately 8,000 words. Research proposal must be submittetd and approved the semester prior. May be used as a substitute for POL 410 Capstone in Political Science. This course fulfills the writing-intensive course requirement. Prerequisites: POL 250, junior standing, and permission of the department chair. **4 hrs.**

PSYCHOLOGY

PSY 101 General Psychology
General Psychology: Survey of the field of psychology emphasizing the results of scientific investigations in the area of behavior. Prerequisite: None. (Offered every semester.) **4 hrs.**

PSY 200 Information Literacy in Psychology
Information Literacy in Psychology: This course is designed to provide instruction in basic literacy skills necessary to be effective in psychology. Students will receive training in searching, accessing, reading, and critically evaluating scientific databases, articles and chapters; writing APA style research reports and review papers; using SPSS, Excel, and other software programs to manipulate and analyze data; and presenting psychological research in various formates including written, graphic, and oral formats. In addition, career and graduate school opportunities will be presented and reviewd. Prerequisite: PSY 101. (Offered every term.) **4 hrs.**

PSY 210 Developmental Psychology
Developmental Psychology: An introduction to developmental process from conception to old age. The emphasis in the course is on developmental principles, theoretical views and recent research. Prerequisite: PSY 101. (Offered every term.) **4 hrs.**

PSY 226 Psychology of Learning
Psychology of Learning: The focus of this course is on gaining a thorough grounding in the field of learning theory and behavior modifiction. This will include relevant definitions, historical development of the field, key learning theorists and their principles, and the application of learning theory and behavior modification techniques in the real world. Prerequisite: PSY 101. (Offered every fall term.) **4 hrs.**

PSY 250 Social Psychology
Social Psychology: Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception and the behavior of the individual in groups. Cross-listed with SOC 203. Prerequisite: PSY 101. (Offered every spring term and every other fall term.) **4 hrs.**

PSY 251 Psychology of Personality
Psychology of Personality: Survey of selected theories of personality and principles of personality development. Prerequisite: PSY 101. (Offered every odd spring term.) **4 hrs.**

PSY 260 Introduction to Counseling
Introduction to Counseling: An introduction to various theories of behavior change, including dynamic, behavioral, cognitive, humanistic and existential approaches to therapy. Individual, group and family therapies will be discusssed. Prerequisite: PSY 101. (Offered every odd fall term.) **4 hrs.**

PSY 270 Exceptional Children
Exceptional Children: Study of problems experienced by children who deviate from normative patterns of growth and development. Prerequisite: PSY 101. (Offered every odd spring term.) **4 hrs.**

PSY 271 Abnormal Psychology
Abnormal Psychology: Study of psychological disorders and the theoretical, clinical, and experimental perspectives in the study of psychopathology. This course examines the terminology, classification, etiology, assessment, and treatment of major disorders. Prerequisite: PSY 101. (Offered every fall and spring term.) **4 hrs.**

PSY 280 Health Psychology
Health Psychology: Study and exploration of the science and practice of clinical health psychology. This course examines the relationship between behavior and health and the application of the biopsychosocial model to health promotion, disease prevention, and treatment and coping strategies for illness and disability. Prerequisite: PSY 101. (Offered every other spring term.) **4 hrs.**

PSY 300 Research Methods I
Research Methods I: Sttudy of experimental methods used to address psychological questions. Principles of research, including experimental design, uses of apparatus, and procedural and statistical control are considered. This course fulfills the writing-intensive course requirement. Prerequisites: PSY 101, PSY 200 (or instructor permission) and MAT 131 or equivalent. This course must be taken concurrently with PSY 301. (Offered every fall term.) **4 hrs.**

PSY 301 Research Methods Lab
Research Methods Lab: Application of techniques and procedures of psychological research including conducting experiments. Two hours laboratory per week. Prerequisites: PSY 101, PSY 200 (or instructor permission), and MAT 131 or equivalent. This course must be taken concurrently with PSY 300. (Offered every fall term.) **2 hrs.**

PSY 302 Research Methods II
Research Methods II: The secod of a two-part research course designed to provide more in depth experience in psychological research. The course includes completion of an independent research project and participation in service oriented research projects. Students will present their research and prepare their research to be submitted for presentation in a regional or national venue. Graduate school preparation is an additional important part of this course. Course fee applies. Prerequisites: PSY 200, PSY 300 and PSY 301. (Offered every spring term.) **4 hrs.**

PSY 311 Infant and Child Development
Infant and Child Development: An examination of the development of children from early infancy through middle childhood including various aspects of pre and post natal development. Theoretical, empirical and practical aspects of the cognitive, social, emotional, and physical development of the young child will be covered. Prerequisite: PSY 101. (Offered every fall term.) **4 hrs.**

PSY 312 Adolescent Psychology
Adolescent Psychology: Study of the psychological, biological, and cultural changes accompanying adolescence, including the effect of these changes on emotional, intellectural, and social development. Prerequsite: PSY 101. (Offered every spring term.) **4 hrs.**

PSY 313 Psychology of Adulthood and Aging
Psychology of Adulthood and Aging: An examination of the factors that contribute to the psychological profile characterizing adulthood and old age, with concentration on old age. Emphasis on theories and processes underlying continuity and change with age. Included are field trips and discussion of new issues in applied research and service provision for other persons. Prerequisite: PSY 101. (Offered every even fall term.) **4 hrs.**

PSY 326 Cognitive Psychology
Cognitive Psychology: Scientific study of mental processes involved in the acquisition, storage, retrieval and use of knowledge. This course covers theory and research in cognitive psychology as applied to topics such as attention, memory, language, and problem solving. Prerequisite: PSY 101. (Offered every spring term. (Offered every spring term.) **4 hrs.**

PSY 327 Psychology of Language
Psychology of Language: The study of cognitive, social and biological processes that make language such a useful tool of communication. Topics of interest include animal communications, language acquisition, language disorders and social aspects of language. Prerequsite: PSY 101. (Offered every other spring term.)

4 hrs.

PSY 350 Organizational Psychology
Organizational Psychology: An examination of the behavioral aspects of organizations within society. Specific topics inlcude the interrelationships between the individual and informal and formal groups; group formation, cohesiveness, conformity, norms, interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. Prerequisite: PSY 101. (Offered every other spring term.) **4 hrs.**

PSY 351 Forgiveness: Theory/Research/Pract
Forgiveness: Theory, Research and Practice: This course will review theory and empirical research on forgiveness and its interface with social psychology, personality and development, as well as physical, mental, relational, and spiritual health. The role of foregiveness in the major world religions and philosophies will be explored. Applications of forgiveness in society, therapy, education, prevention, and wellneess will be covered. Prerequisite: PSY 101. (Offered every other spring term.) **4 hrs.**

PSY 352 Psychology of Relgion
Psychology of Religion: A survey of empirical and theoretical psychological perspectives in religious experience. Students will study the research trends and theories regarding religious development, religious experiences, conversion, personality and religion, and religious behavior. The insights of life-span developmental psychology, social psychology, and personality theory will be studied. Foundational assumptions necessary for a behavioral science of religion will also be considered.Prerequisite: PSY 101. (Offered every other spring.) **4 hrs.**

PSY 354 Forensic Psychology
Forensic Psychology: The study of the interface between psychology and law, emphasizing the application of scientific knowledge to the public sphere. Includes the study of jury dynamics, eyewitness behavior and testimony, forensic implications of memory research, child custody, death penalty mitigation, legal competence, and the insanity defense. Prerequisite: PSY 101. (Offered as needed.) **4 hrs.**

PSY 355 Sports Psychology
Sports Psychology: This class introduces students to the field of sport psychology by providing a brief overview of the major topics of the field, including sport psychology theory, personality and character development through sport, gender and race issues in sport, and research strategies and principles that guide the application of sport psychology. Prerequisite: PSY 101. (Offered every other fall term.) **4 hrs.**

PSY 361 Cross-Cultural Psychology
Cross-Cultural Psychology: This course is designed to examine human behavior within a cultural context. The class will help students increase awareness and understanding of the similarities and differences among cultures. Through readings, discussions, and in and out of class experiences, students will explore topics such as culture, race, ethnicity, gender, sexual orientation, social class, and ability. Prerequisite: PSY 101. (Offered every other spring term.) **4 hrs.**

PSY 365 History of Psychology
History of Psychology: An in-depth look at the history of psychology from ancient times to the present. This course covers the philosophical background, early beginnings and current understanding of the modern age of psychology. The focus of this course will go beyond the western approach to psychological thought and when possible will include the eastern roots of the field of psychology. Prerequisite: PSY 101. (Offred every other fall term.) **4 hrs.**

PSY 371 Child and Adolescent Psychopathology
Child and Adolescent Psychopathology: An introduction to the scientific psychological study of behavior disorders in childhood and adolescence. Students will learn to identify the most common manifestations of these disorders and to understand the various current theories of their etiology and dynamics. Disorders will be studied from several different vantage points, including the psychodynamic, family systems, socio-cultural, developmental, and biological. Prerequisites: PSY 101 and one of the following: PSY 210, 271, 311 or 312, or permission of the instructor. (Offered every other fall term.) **4 hrs.**

PSY 375 Practicum in Group Dynamics
Practicum in Group Dynamics: An introduction to group theory, research, and processs. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Repeatable for a total of 12 hours. Prerequisites: PSY 101, Junior or Senior Standing in the major, and permission of the instructor. (Offered every fall and spring term.) **1-4 hrs.**

PSY 379 Psychological Testing
Psychological Testing: Introductory study of principles of test evaluation and interpretation and consideration of examples of the major ltypes of psychological tests in reference to these principles. Prerequisites: PSY 101 and MAT 131. (Offered every other fall term.) **4 hrs.**

PSY 385 Physiological Psychology
Physiological Psychology: This course is designed to provide an in-depth exploration of the field of physiological psychology. The main focus of this course is on gaining a detailed understanding of the structure and function of the human brain and nervous system. We will cover many topics including the intricacies of neurons, various forms of biologically based behavior and some of the neurological disorders. For each of these areas, the primary emphasis will be on the physiological aspects and their influences on human behavior. Prerequisite: PSY 101. (Offered every spring term.) **4 hrs.**

PSY 389 Topics in Psychology
Topics in Psychology: Intensive exploration of a field or controversy in psychology. Topic of the course will vary from term to term. May be repeated with different subtitles. Prerequsite: PSY 101 or permission of the instructor. (Offered as needed.) **4 hrs.**

PSY 390 Directed Readling
Directed Reading: Independent investigation of a topic through a program of directed readings with written presentation of findings; oral examination conducted by department members. Prerequisite: PSY 101 and permission of instructor. Repeatable for a total of 8 hrs. (Offered as needed.) **1-4 hrs.**

PSY 391 Psychology Research Assistant I
Psychology Research Assistant I: Participation in research programs in conjunction with faculty. The 300 level of research participation involves working closely with a faculty member to provide a library search, collect or enter data or some other basic level research assistance. Prerequisites: PSY 101, PSY 300, PSY 301 and permission of the instructor. PSY 300 and PSY 301 may be taken concurrently with permission. (Offered as needed) **1-4 hrs.**

PSY 392 Independent Research
Independent Research: Opportunity for independent investigation of topics by means or reading and/or experimentation. First term is devoted to formulating the problem, determining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisite: PSY 101 and permission of the department. (Offered as needed.) **1-4 hrs.**

PSY 395 Psychology Lab Assistant
Psychology Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisite: PSY 101 and permission of the department. Repeatable for a total of 4 hrs. (Offered as needed.) **1-2 hrs.**

PSY 398 Topics: International Preparation

Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in PSY 399. The total number of hours for PSY 398 and PSY 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulatrive GPA. **1-4 hrs.**

PSY 399 International Experience
International Experience: The international experience component of PSY 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for PSY 398 and PSY 399 cannnot exceed four total hours. Prerequisite: Completion of PSY 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

PSY 400 Advanced General Psychology I
Advanced General Psychology I: A restudy and synthesis of basic psychological principles. Prerequisite: PSY 101, PSY 300 (or instructor permission), 21 hours of PSY courses and senior status. (Offered every fall semester.) **4 hrs.**

PSY 401 Advanced General Psychology II
Advanced General Psychology II: Consideration of the major issues in psychology from a dialectical perspective. Prerequisite: PSY 101, PSY 300 (or instructor permission), 21 hours of psychology courses and senior status. (Offered every spring term.) **4 hrs.**

PSY 491 Psychology Research Assistant II
Psychology Research Assistant II: Participation in research programs in conjuction with faculty. At the end of the term, students will present the results of their work. The 400 level of research participation involves collaboration with a faculty member on more advanced aspects of research such as design, analysis, report preparation, etc. Students are expected to serve as full coauthors on publications or presentations of the resaerch. Course may not be repeated for credit in the psychology major, but may be repeated for general university elective credit. Prerequisistes: PSY 101, PSY 300, PSY 301 and permission of the instructor. (Offered as needed). **1-4 hrs.**

PSY 499 Advanced Independent Research
Advanced Independent Research: Opportunity for independent investigation of topics by means of reading and/or experimentation. Refinement of the initial design and proposal developed in PSY 392, collection and analysis of data, preparation of formal APA style research paper, presentation of results at a regional or national conference, and submission for publication in a peer reviewed journal. Prerequisite: PSY 392. (Offered as needed.) **1-4 hrs.**

QUEENS ADVANTAGE: CULMINATING EXPERIENCE

QCP 400 Honors: Culminating Experience
Honors: Culminating Experience: This Honors capstone seminar in The Queens Advantage Program focuses on a common theme or question and challenges students to reflect on their education emphasizing the roles they may play in their future beyond Queens. All students create a culminating project that intergrates materials from General Education and other components of their educational experience. Prerequisite: QMP 100 or QMP 200 and the successful completion of a 300-level QLC. (Offered every fall and spring term.) **2 hrs.**

QCP 410 Culminating Experience
Culminating Experience: This capstone seminar in The Queens Advantage Program focuses on a common theme or question and challenges students to reflect on their education and to imagine their future beyond Queens. All students create a culminating project that integrates materials from the Queens Advantage Program and other components of their educational experience. Prerequisite: QMP 100 or QMP 200 and the successful completion of a 300-level QLC. (Offered every fall and spring term.) **2 hrs.**

QUEENS ADVANTAGE: ENGLISH

QEN 101 Rhetoric and Composition
Rhetoric and Composition: This course challenges students to develop critical thinking, writing and research skills. Each section will emphasize the creation and revision of a variety of writing projects. Students will be challenged to improve their composition skills through directed workshops and collaborative peer-review. The title of each section may vary. (Offered every fall term and spring term, as needed.) **4 hrs.**

QEN 102 Rhetoric & Argument
Rhetoric & Argument: This course challenges students to develop further their writing and research skills with a focus on critical thinking and argumentation. This seminar approaches these writing goals from within a particular QLC theme, giving students a milestone experience in reflection and integration of ideas while continuing to develop their writing skills. The title of each section will vary by QLC. Corequisite: QLC 120, 130, 140, 150, or 160 from the same learning community. (Offered every spring term, as needed.) **4 hrs.**

QUEENS ADVANTAGE: HEALTH AND WELLNESS

QHW 103 Health and Wellness
Health and Wellness: This course challenges students to explore the multiple dimensions of self. This course includes assignments and/or activities that require students to examine and reflect on their own sense of health and wellness in relation to the mind, body and/or spirit. The title of each section may vary. (Offered every fall and spring term, Day and Evening.) **2 hrs.**

QUEENS ADVANTAGE: LEARNING COMMUNITIES

QLC 120 Individuals & Society
Individuals & Society: This course introduces students to the exploration of themes or issues of identity and personal responsibility in a variety of humanities contexts and challenges students to draw connections and reflect on their learning in the QLC. The title of each section will vary by QLC. Corerquisite: QEN 102 from the same learning community. (Offered every spring term) **4 hrs.**

QLC 130 Institutions & Society
QLC: Institutions & Society: This course introduces students to the exploration of themes or issues of civic and social responsibility through the lens of the social sciences and challenges students to draw connections and reflect on their learning in the QLC. The title of each section will vary by QLC. Corequisite: QEN 102 from the same learning community. (Offered every spring term.) **4 hrs.**

QLC 140 Science & Society
QLC: Science & Society: This course introduces students to the exploration of the important role scientific knowledge and practice play in public life and challenges students to draw connections and reflect on their learning in the QLC. The title of each section will vary by QLC. Corequsite: QEN 102 from the same learning

community. Course fee applies. (Offered every spring term.) **4 hrs.**

QLC 150 Creativity & Innovation
QLC: Creativity & Innovation: This course introduces students to the way creative and innovative thinking and practice shapes individual identity, community development and society and challenges students to draw connections and reflect on their learning in the QLC. The title of each section will vary by QLC. Corequisite: QEN 102 from the same learning community. Course fee applies. (Offered every spring term.) **4 hrs.**

QLC 160 Quantitative Literacy
QLC: Quantitative Literacy: This course introduces students to the use of quantitative approaches to probloem-solving within

intercultural, personal or social contexts and challenges students to draw connections and reflect on their learning in the QLC. The title of each section will vary by QLC. Corequsite: QEN 102 from the same learning community. (Offered every spring term.) **4 hrs.**

QLC 175 Honors: Exploring Connections
Honors: Exploring Connections: This one credit course is a co-requisite course normally taken by honors students in the spring of their first year. In this course, students will participate in an in-depth exploration of the learning community topics and structure while engaging in discussions with other students in the Honors Program. Corequisite: two QLC 1xx courses. (Offered every spring term.) **1 hr.**

QLC 220 QLC-Individuals & Society
QLC-IIndividuals & Society: This course explores themes or issues of identity and personal responsibility in a variety of humanities contexts and challenges students to draw connections and reflect on their learning in the QLC. This course also includes at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by QLC. Prerequisites: ENGL 110 or ENG 101 and ENGL 120 or QEN 102, and the successful completion of a 100-level QLC. Corequisite: One QLC 2xx from the same learning community. (Offered every fall and spring term.) **4 hrs.**

QLC 230 QLC-Institutions & Society
QLC-Institutions & Society: This course explores themes or issues of civic and social responsibility thorugh the lens of the social sciences and challenges students to draw connections and reflect on their learning in the QLC. This course also includes at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by QLC. Prerequisites: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 2xx from the same learning community. (Offered every fall and spring term.) **4 hrs.**

QLC 240 QLC-Science & Society
QLC-Science & Society: This course explores the important role scientific knowledge and practice play in public life and challenges students to draw connections and reflect on their learning in the QLC. This course also includes at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by QLC. Prerequisite: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 2xx from the same learning community. Course fee applies. (Offered every fall and spring term.) **4 hrs.**

QLC 250 QLC: Creativity and Innovation
QLC-Creativity & Innovation: This course explores the way creative and innovative thinking and practice shapes individual identity, community development and society and challenges students to draw connections and reflect on their learning in the QLC. This course also includes at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital or visual. The title of each section will vary by QLC. Prerequisites: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 2xx from the same learning community. Course fee applies. (Offered every fall and spring term.) **4 hrs.**

QLC 260 QLC-Quantitative Literacy
QLC-Quantitative Literacy: This course examines quantiative approaches to problem-solving within intercultural, personal or social contexts and challenges students to draw connections and reflect on their learning in the QLC. This course will also include at least one assignment that requires students to share their learning through one or more of the following modes of communication: written, oral, non-verbal, digital and visual. The title of each section will vary by QLC. Prerequisite: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 2xx from the same learning communitiy. (Offered every fall and spring term.) **4 hrs.**

QLC 275 Honors: Analyzing Disciplines
Honors: Analyzing Disciplines: This one credit hour course is a co-requisite normally taken by honors students in their second or third year. Honors students in this course will examine the interdisciplinary nature of the university experience. Co-requisite: two QLC 2xx courses. **1 hr.**

QLC 320 QLC-Individuals and Society
QLC-Individuals and Society: This course examines how moral and/or ethical values shape issues of identity and personal responsibility in a variety of humanities contexts and challenges students to apply their learning in at least one curricularly integrated community engagement experience. The title of each section will vary by QLC. Prerequisite: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 3xx from the same learning community. (Offered every fall and spring term.) **4 hrs.**

QLC 330 QLC-Institutions and Society
QLC-Institutions and Society: This course examines how moral and/or ethical values shape issues of civic and social responsibility through the lens of the social sciences and challenges students to apply their learning in at least one curricularly integrative community engagement experience. The title of each section will vary by QLC. Prerequisites: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 3xx fro the same learning community. (Offered every fall and spring term.) **4 hrs.**

QLC 340 QLC-Science and Society
QLC-Science and Society: This course examines how moral and/or ethical values shape the role scientific knowledge and practice play in public life and challenges students to apply their learning in at least one curricularly integrated community engagement experience. The title of each section will vary by QLC. Prerequisites: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 3xx from the same learning community. Course fee applies. (Offered every fall and spring term.) **4 hrs.**

QLC 350 QLC-Creativity and Innovation
QLC-Creativity and Innovation: This course examines how moral and/or ethical values inform creative and innovative approaches to community issues or problems and challenges students to apply their learning in at least one curricularly integrative community engagement experience. Prerequisites: ENGL 110 or ENG 101 and ENGL 120 or QEN 102. Corequisite: One QLC 3xx from the same learning community. Course fee applies. (Offered every fall and spring term.) **4 hrs.**

QLC 375 Honors: Engaging Communities
Honors: Engaging Communities: This one credit hour course is a co-requisite normally taken by honors students in their second or third year. This course will facilitate the development of leadership capacity in Honors students while emphasizing the relationship between the university experience and the community. Co-requisite: two QLC 3xx courses. **1 hr.**

QLC 398 Topics: International Preparation
Topics: International Preperation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding internaional experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in QLC 399. The total number of hours for QLC 398 and QLC 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-3 hrs.**

QLC 399 International Experience
International Experience: The international experience component of QLC 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for QLC 398 and QLC 399 cannot exceed four total hours. Prerequisite: Completion of QLC 398 with a grade of C- or better (an average of 70). **1-2 hrs.**

QUEENS ADVANTAGE: ROAD MAP

QMP 100 Roadmap-Welcome to Queens
Roadmap--Welcome to Queens: This course introduces first-year students to the unique educational experience provided by The Queens Advantage Program. Each section will explore a question and will challenge students to explore various answers to this question from multiple perspectives: How have different constituencies, groups, or individuals answered this question differently and why? The primary purpose of this course is to introduce students to the kind of reflective and integrative thinking that will be expected of them in progressively challenging ways throughout their career at the university. Additionally, each section will guide students through the transition to the university and introduce them to the Queens community and its resources for student development and success. (Offered every fall term and spring term, as needed. Day and Evening.) **2 hrs.**

QMP 200 Transition Roadmap
Transition Roadmap: This course introduces transfer and Hayworth students to the unique educational experience provided by the Queens Advantage Program at Queens University of Charlotte. Each section will explore a common question and will challenge students to explore various answers to this question from multiple perspectives: How have different constituencies, groups, or individuals answer this question differently and why? The primary purpose of this course is to introduce students to the kind of reflective and integrative thinking that will be expected of them at progressively challenging levels throughout their career at the university. Additionally, each section will introduce students to the Queens Community and its resources for student development and success. (Offered every fall and spring term, as needed, Day and Evening.) **2 hrs.**

RELIGION

REL 110 Religion in a Global Context
Religion in a Global Context: This course introduces students to the study of world religions in cultural and historical contexts and introduces the mult-faceted role of religion by examining social, economic, historical, political, and ethical issues.Prerequisite: Note. (Offered every term.) **4 hrs.**

REL 210 Basics in Biblical Studies
Basics in Biblical Studies: This course introduces the nature of biblical writings, methods used in biblical studies, and the history, literature, and faith of ancient Israelites and early Christians. Attention is also devoted to the role of the Bible in contemporary culture. Prerequsite: None. (Offered every fall semester.) **4 hrs.**

REL 290 Seminar in Religion
Seminar in Religion: This introductory seminar will engage in an extended study of a topic in religion and is intended to develop the student's imagination, critical thinking skills, and knowledge of a particular topic in religion. Topics will vary. Repeatable with a different topic for a total of 8 hours. Prerequisite: None. (Offered as needed.) **4 hrs.**

REL 310 Topics in Biblical Studies
Topics in Biblical Studies: This course rotates several topics, building on the foundation of Basics in Biblical Studies. Repeatable with a different topic for a total of 8 hours. Prerequisite: REL 210 or permission of instructor. (Offered every spring term.) **4 hrs.**

REL 340 Comparative Religious Ethics
Comparative Religious Ethics: This course introduces the historical and systemic examinaiton of the issues in ethical thought in a variety of religious tradition, with an emphasis on fostering understanding of both Eastern and Western approaches to ethical theory and action.Prerequisite: None. (Offered every spring semester.) **4 hrs.**

REL 350 Justice and Social Change
Justice and Social Change: What is the religious basis for social change? This course explores both ancient and contemporary movements that are fueled by religious conviction, with an emphasis on the prophetic traditions. Prerequisite: one course in religion or philosophy, or permission of the instructor. (Offered every even spring term.) **4 hrs.**

REL 355 Waging Peace
Waging Peace: This course explores conflict transformation theory through the lens of a range of cross-cultural settings where religious groups have used non-violent methods to foster understanding across racial, ethnic, and religious difference. Examples might include Israel-Palestine, South Africa, or Northern Ireland. Prerequisite: one course in religion or philosophy, or permission of the instructor. (Offered every even fall term.) **4 hrs.**

REL 360 The Problem of Evil
The Problem of Evil: This course explores the various response by major religions to the problem of evil. How do theologians make sense of a world where thousands may die from natural disasters in Africa or elsewhere, where a Holocaust, genocide, and ethnic cleansing seem more and more common, and where innocent children suffer and die from diseases like cancer. Specifically, the course looks at Buddhist and Jewish (among others) and especially Christian responses to natural and moral evil, and examines classic and contemporary answers to the theodicy question: if God is good, and God created the world, where did the evil come from? Readings are from the Bible, novels, autobiographies, movies, and theological texts. Prerequisite: one course in religion or permission of the instructor. (Offered every odd fall term.) **4 hrs.**

REL 380 Topics in Religion
Topics in Religion: Concentrated study of a particular person, movement or issue in religion. Topics will be chosen by the department to supplement regular offerings and to cover specialized areas of interest. Repeatable with a different topic for a total of 8 hrs. Prerequisite: at least one course in religion or philosophy. (Offered as needed.) **4 hrs.**

REL 390 Directed Studies
Directed Studies: This faculty-supervised study of an approved topic in religion through selected reading will be evaluated through a weekly meeting with the instructor and a comprehensive paper. Prerequsite: junior or senior religion or philosophy major, 12 hours in religion, and permission of the instructor. (Offered as needed.) **1-2 hrs.**

REL 398 Topics: International Preparation
Topics in International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in REL 399. The total hours for REL 398 and REL 399 cannot exceed four total hours. Prerequisite: Junior standing and 2.0 or better cumulative GPA. **1-4 hrs.**

REL 399 International Experience
International Experience: The international experience component of REL 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for REL 398 and REL 399 cannot exceed four hours. Prerequisite: completion of REL 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

REL 400 Capstone in Religion
Capstone in Religion: In this course, majors in both religion and philosophy will pursue significant research projects in the context of a collaborative learning community. Working with the departmental faculty, students will complete a project that builds on work done in earlier courses, which will ideally be a paper or project of orignal thinking and thoughtful research. Prerequisite: REL 355, junior standing in the major, and 12 hours in religion. (Offered every fall term.) **4 hrs.**

SCIENCE

SCI 101 Issues in Science
Issues in Science: This course will present issues of current in the sciences that are not offered on a regular basis in the curriculum. Topics are announced annually. May not count any science or mathematics major. May be repeated for credit under different subtitles. Prerequisite: None. **3-4 hrs.**

STUDENT LEARNING DEVELOPMENT

SLD 100 Roadmap: Campus Connections
Roadmap: Campus Connections: This course connects students to the university experience by emphasizing the interactions between QMP 100/200, the Queens campus, and the community of Charlotte. By working with a peer mentor, students will explore the ways that they can integrate their academic and co-curricular experiences to be successful at Queens. *Pass/Fail.* **0 hrs.**

SLD 200 Resident Assistant Gateway Course
Resident Assistant Gateway Course: This course is designed to further enhance leadership skills and deepen understanding of the role of Resident Assistant. Each week, students will engage in topics that will not only increase self-awareness, but also aid learners in building a vibrant campus community through the lens of student development. Using classroom tools like group discussion, reflection opportunities, and article analysis, we will balance the importance of community development with skills related to professional preparedness for the post-graduate workforce. Required for all Resident Assistants at Queens University of Charlotte. Course may be repeated. Permission of instructor required. *Pass/Fail.* **0 hrs.**

SLD 370 Supplemental Instruction Leadership
Supplemental Instruction Leadership: This course is designed to prepare students as Supplemental Instruction Leaders. Supplemental Instruction is an academic assistance program that utilizes peer-assisted student sessions to develop cognitive leraning skills and course content mastery. This course examines student learning and cognitive development theories as well as research supported strategies for targeted classes to increase student performance and retention. Over the course of the term, student leaders will engage in self-reflective writing, in class discussions and explore current literature to develop their own cognitive learning and leadership skills. Prerequisite: a 3.0 GPA, a grade of B or better in the target course, and instructor permission. Most Supplemental Instruction Leaders will regsiter for 2 credits with those signing up for 3 or 4 credits will take on additional leadership responsibilities and/or completion of a scholarship of teaching and learning (SOTL) project. **2-4 hrs.**

SLD 371 Supplemental Instruction Ldrshp II
Supplemental Instruction Leadership: This course is designed to prepare students as Supplemental Instruction Leaders. Supplemental Instruction is an academic assistance program that utilizes peer-assisted student sessions to develop cognitive leraning skills and course content mastery. This course examines student learning and cognitive development theories as well as research supported strategies for targeted classes to increase student performance and retention. Over the course of the term, student leaders will engage in self-reflective writing, in class discussions and explore current literature to develop their own cognitive learning and leadership skills. Prerequisite: a 3.0 GPA, a grade of B or better in the target course, and instructor permission. Most Supplemental Instruction Leaders will register for 2 credits with those signing up for 3 or 4 credits will take on additional leadership responsibilities and/or completion of a scholarship of teaching and learning (SOTL) project. **2-4 hrs.**

SOCIOLOGY

SOC 101 Introduction to Sociology
Introduction to Sociology: This course provides an investigation of the relationship between individuals and their social worlds. Students will be exposed to the theoretical and research foundations of sociology as they apply to the study of social institutions, culture, and social processes. Important questions to consider include the following: How are diverse societies organized? How do social forces influence individuals' lives and opportunities? How is culture created and reproduced? No prerequisite. (Offered every semester.) **4 hrs.**

SOC 150 Social Problems
Social Problems: This course addresses contemporary social problems (e.g., crime and poverty) from a sociological perspective. How do some situations come to be defined as problems while others are not? What issues are involved in creating social programs or policies to address social problems? Students use sociological theories to explain the problems and sociological resaerch to identify how prevalent the situtation is and what interventions are effective. No prerequisite. (Offered every semester.) **4 hrs.**

SOC 203 Social Psychology
Social Psychology: Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perceptions and behavior of the individual in groups. Cross-listed with PSY 230. Prerequsite: SOC 101 or PSY 101. (Offered every semester.) **4 hrs.**

SOC 220 Special Topics in Sociology
Special Topics in Sociology: Investigation of a single topic or area in Sociology. The topic may vary each term offered. Course can be repeated twice with different subtitles for a total of 8 hours. No prerequisite. **4 hrs.**

SOC 230 Crime and Deviance
Crime and Deviance: Students in this course will study why individuals engage in rule-breaking (both criminal and non-criminal) behavior and how such social action becomes labeled as deviant. The consequences associated with labeling others as deviant and individuals developing a deviant identity will be considered. No prerequisite. (Offered every even spring term.) **4 hrs.**

SOC 250 Social Science Research Methods
Social Science Research Methods: In this course, students will explore how social scientists collect and analyze data and communicate research results. Students will have several opportunities to practice skills foundational to the research process, including developing empirical questions, using computer software to work with quantitative data, and critically reading scientific studies. Central topics include research ethics, sampling, survey design, and applied statistics. This course fulfills the writing-intensive course requirement. Cross-listed with POL 250. Prerequisites: one course in the social sciences (POL/PSY/SOC) and one course in elementary statistics (MAT 130 or 131). (Offered every spring semeser.) **4 hrs.**

SOC 310 Family Sociology
Family Sociology: This course will give students the opportunity to study historical and contemporary aspects of family life and intimate relationships. Special attention will be given to the interplay between the social institutions of work and family and child development within various family contexts. Public policy issues related to modern families will also be considered. No prerequisites. (Offered every even fall term.) **4 hrs.**

SOC 315 Gender and Society
Gender and Society: This course examines the importance of gender in our society, from how we are socialized to perform gender to the way gender shapes our experiences with social institutions and the types of opportunities, constraints, and situtions we are likely to encournter. No prerequisites. (Offered even spring terms.) **4 hrs.**

SOC 320 Advanced Topics in Sociology
Advanced Topics in Sociology: Investigation of a signle topic or area in Sociology. The topic might vary each term offered. Course can be repeated twice with different subtitles for a total of 8 hours. No prerequisites. (Offered as needed.) 4 hrs. **4 hrs.**

SOC 330 Medical Sociology

Medical Sociology: This course examines health, illness, and health care from a sociological perspective. We consider social factors that affect health and illness and cultural factors that influence the manifestation, interpretation and handling of symptoms. At the micro-level , we will consider how illness influences and is influenced by interactions with others and at the macro-level, we will consider how the organization of health care systems affect members of a society. No prerequisite. (Offered every even fall semester.) **4 hrs.**

SOC 335 Sociology of Mental Health
Sociology of Mental Health: This course examines how mental health is defined and measured, what factors influence mental health and how the mental health system and policies affect the treatment of people with mental illnesses. Mental health is often viewed as a personal characteristic of individuals, but students will consider evidence that suggests it is greatly influenced by social contet. Social factors influence whether individuals experience symptoms of poor metnal health, how they and others in society react to the symptoms, and what treatments are available. No prerequisite. (Offered every odd fall term.) **4 hrs.**

SOC 340 Race and Ethnicity
Race and Ethnicity. This course is an examination of the social construction of racial and ethinic groups and the consequences of these distinctions, especially in American culture. Topics covered include prejudice, discrimination, and the development of racial/ethnic identities. No prerequisite. (Offered every odd spring term.) **4 hrs.**

SOC 350 Social Inequality
Social Inequality: This course examines various forms of inequality (e.g., race, class, and gender) and how these inequalitites are reproduced in social life. Students will evaluate how and why individuals create differences and ranking systems within society. Focus will be placed on investigating empirical evidence that demonstrates how stratification affects individuals' life chances. No prerequisite. (Offered every odd fall term.) **4 hrs.**

SOC 360 Directed Individual Study
Directed Individual Study: Students independently investigate a specific topic in Sociology under the guiadance of a faculty member. Evaluation is based on regular meetings, project drafts, a final reseach project, and/or an oral examination at the end of the term. Prerequsite: Junior or Senior standing, with permission of the instructor and department chair. (Offered as needed.) **2-4 hrs.**

SOC 398 Topics International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in SOC 399. The total number of hours for SOC 398 and SOC 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

SOC 399 International Experience
International Experience: The international experience component of SOC 398. Students will have the opportunity to experience firsthad many of the topics studied in the prerequisitie course. The total hours for SOC 398 and SOC 399 cannot exceed four total hours. Prerequisite: Completion of SOC 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

SOC 400 Social Theory
Social Theory: An investigation of major classical and modern social theories about human interaction and prominent elements of the social world. Emphasis will be placed on the applicaiton of theoretical concepts to a variety of contemporary research topics in Sociology. Prerequisites: SOC 250 and at least Junior standing. (Offered every odd spring term.) **4 hrs.**

SOC 411 Capstone in Sociology
Capstone in Sociology: In this seminar-style course, students will critically examine a variety of current issues that are capturing the imaginations of scholars in Sociology. Examples of contemporary research in the field will serve as models for students as they complete and defend an original research project as a culminating experience in the major. Prerequisites: SOC 250, eight additional hours in Sociology, and at least junior standing. (Offered every even spring term.) **4 hrs.**

SOC 450 Advanced Research Participation
Advanced Research Participation: Participation in a research project in conjunction with a faculty member. At the end of the term, students will present the results of their work. Prerequisites: SOC 250 and permission of the instructor and department chair. (Offered as needed.) **2-4 hrs.**

SOC 455 Independent Research in Sociology
Independent Research in Sociology: Opportunity for students to conduct independent research in Sociology. Students must produce a professional product of their original scholarship (e.g., a research manuscript/thesis). Research proposal must be submitted and approved the term prior. Prerequisites: SOC 250, at least junior standing, and permission of the isntructor and department chair. (Offered as needed.) **4 hrs.**

SPANISH

SPN 101 Elementary Spanish I
Elementary Spanish I: This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish as well as demonstrate cultural awareness. Prerequisite: None. (Offered every fall and spring term.) **4 hrs.**

SPN 102 Elementary Spanish II
Elementary Spanish II: This course is a continuation of SPN 101 and focuses on the fundamental elements of the Spanish language within a cultural context. Emphasis is on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and should be able to demonstrate further cultural awareness. Prerequisite: SPN 101, placement exam, or permission of instructor. (Offered every fall and spring terms.) **4 hrs.**

SPN 220 Intermediate Spanish I
Intermediate Spanish II: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level courses. Through the use of literature, history and culture of the twenty-one countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. Prerequisite: SPN 102, placement exam, or permission of instructor. (Offered every fall and spring terms.) **4 hrs.**

SPN 230 Intermediate Spanish II
Intermediate Spanish II: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the twenty-one countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguisitic expression, increase aural comprehension and review grammatical structures. Prerequisite: SPN 102, placement exam, or permission of instructor. (Offered every fall and spring terms.) **4 hrs.**

SPN 305 Interactive Cultural Exploration
Interactive Cultural Exploration: This course is optional for qualified students participating in the language immersion programs offered through the Center for International Education. This independent

study will consist of a series of one-page typed papers done by the student in the target language. All research, investigation, and interviews needed to complete these papers must be done while the student is in the country where the student program takes place. Prerequisites: SPN 220, SPN 230, and permission of the Department Chair. (Offered as needed.) **1-4 hrs.**

SPN 310 Grammar: Solving the Puzzle
Grammar: Solving the Puzzle: A thorough review and expansion of Spanish grammar. This course fulfills the writing intensive course requirement. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every odd spring term.) **4 hrs.**

SPN 320 Written Expression
Written Expression: Application of the principles of Spanish grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every even spring term.) **4 hrs.**

SPN 340 Vital Conversations
Vital Conversations: Builds oral proficiency and awareness of Hispanic cultures through discussions, debates and presentations with stress on pronunciation, intonation, and correct modes of expression; writing activities support speaking. Prerequisite: SPN 220 or SPN 230 or permission of instructor. (Offered every even fall term.) **4 hrs.**

SPN 350 Span-American Civilizations and Cultures
Spanish-American Civilizations and Cultures: A course designed to give students a better understanding of the history and civilizations of Spanish-America and to increase their knowledge of Hispanic cultures. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every odd spring term.) **4 hrs.**

SPN 351 Civilization and Culture of Spain
Civilization and Culture of Spain: A panoramic study of the history, cultures, and civilizations that have led to the development of Spain as a modern nation from its early origins to its most current events. Various artistic ways of expression (painting, architecture, literature, music and cinema) will also be studied. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every even spring term.) **4 hrs.**

SPN 360 A Taste of Literature
A Taste of Literature: The study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every even spring term.) **4 hrs.**

SPN 370 Topics in Hispanic Studies
Topics in Hispanic Studies: Course designed to address a specific topic or area of Hispanic Studies. Topic will be announced the term preceding the offering. May be repeated with different topics for a total of 12 hrs. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every odd fall and as needed.) **4 hrs.**

SPN 380 Advanced Spanish for the Professions
Advanced Spanish for the Professions: An intensive study of specialized communication in Spanish. The content of this course will emphasize language skills for particular professions, which may include business, education, health sciences, communications, and others. Service learning is required as part of this course. Prerequisite: SPN 220 or SPN 230, or permission of instructor. (Offered every odd spring term.) **4 hrs.**

SPN 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in SPN 399. The total number of hours for SPN 398 and SPN 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

SPN 399 International Experience
International Experience: The international experience component of SPN 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total numnber of hours for SPN 398 and SPN 399 cannot exceed four total hours. Prerequisite: completion of SPN 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

SPN 400 Directed Study
Directed Study: An independent study of a topic of interest to a student, or an internship. Projects must require the use of the Spanish language. May be repeated with different topics. Prerequisite: Two 300 level courses, and permission of instructor. (Offered as needed.) **1-8 hrs.**

SPN 410 The Nuances of Grammar
Nuances of Grammar: Intensive grammatical review with emphasis on the more difficult concepts of Spanish grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. This course fulfills the writing intensive course requirement. Prerequisite: Two 300 level courses, or permission of instructor. (Offered every odd fall term.) **4 hrs.**

SPN 420 Capstone Seminar in Spanish
Capstone Seminar in Spanish: The capstone seminar is a Senior-level course for Spanish majors in which students are required to integrate the diverse body of knowledge and skills gathered throughout the school years with the aim of producing an original research paper on culture, literature, solving a problem, or any other topic that is previously approved by the capstone director. The Capstone is completed during the fall of the student's senior year. (Offered every fall term.) **4 hrs.**

SPN 430 Latino Literature
Latino Literature: This course will examine selected poetry, drama and prose works written by Hispanic/Latino writers in the United States. Prerequisite: Two 300 level courses, or permission of instructor. Course is taught in Spanish. (Offered every even fall term.) **4 hrs.**

SPN 440 Spanish-American Narrative
Spanish-American Narrative: A study of the Spanish-American novel and short story from different historical periods. Prerequisites: Two 300 level courses, or permission of instructor. (Offered every odd fall term.) **4 hrs.**

THEATRE

THR 118 Acting Practicum
Acting Practicum: Admission by audition. Those students who are cast in a Queens University of Charlotte theatre production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of the major. Students cast in productions are not compelled to receive academic credit. Course is repeatable for a total of 6 hours. **1-4 hrs.**

THR 120 Introduction to Theatre
Introduction to Theatre: An introduction to dramatic literature (play analysis, genre, style) and theatre (architecture, history, design and production), this course addresses the differences between drama and theatre, provides an overview of their origins and development, and explores how plays get from page to stage. This course fulfills the University writing-intensive requirement. Prerequisite: None. **4 hrs.**

THR 150 Beginning Acting
Beginning Acting: Introduction to basic principles of acting theory and accompanying illustrative exercises: relaxation, observation, concentration, imagination, alignment, improvisation, etc. Prerequisite: None. **4 hrs.**

THR 210 Stagecraft Practicum
Stagecraft Practicum: An introduction to basic skills in technical theatre, including shop safety, use of power tools, scenic construction, scene painting, props construction, and lighting techniques. Students participate in theatrical productions with an emphasis on technical elements. Students in this course are required to fulfill duties outside of class meeting hours. Course fee applies. Prerequisite: None. **1-4 hrs.**

THR 218 Intermediate Acting Practicum
Intermediate Acting Practicum: Admission by audition. Those students who are cast in a Queens University of Charlotte theatre production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of major. Students cast in productions are not compelled to receive academic credit. Course is repeatable for a total of 6 hrs. Prerequisite: THR 118. **2 hrs.**

THR 220 Lighting and Sound Practicum
Lighting and Sound Practicum: Participation in theatrical production, with emphasis on lighting and sound. Prerequisite: THR 210 and permission of the department. **1-4 hrs.**

THR 230 Costuming and Makeup Practicum
Costuming and Makeup Practicum: Participation in theatrical production, with emphasis on costuming and makeup. Prerequisite: THR 210 and permission of department. **1-4 hrs.**

THR 240 Scenic Arts Practicum
Scenic Arts Practicum: Participation in theatrical production, with emphasis on set construction and scene painting. Prerequisite: THR 210 and permission of the department. **1-4 hrs.**

THR 245 Stage Management Practicum I
Stage Management Practicum I: Participation in theatrical production, with emphasis on stage management. Prerequisite: THR 210 and permission of department. **1-4 hrs.**

THR 260 Stage Combat
Stage Combat: An experiential course in the techniques and practices of stage combat, including unarmed, single sword, and rapier/dagger techniques. The course offers students an opportunity to certify as Basic Actor Combatants with the Academy of Dramatic Combat. Prerequisites: THR 120 and THR 150 or permission of the department. Course fee applies. **4 hrs.**

THR 300 Theatre History
Theatre History: Ancient to Renaissance: Survey of dramatic literature from Ancient Greece to modern, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the periods. Prerequisite: None. **4 hrs.**

THR 319 Advanced Acting Practicum
Advanced Acting Practicum: Admission by audition. Those students are cast in a Queens University of Charlotte theatre production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of major. Students casst in productions are not compelled to receive academic credit. Course is repeatable for a total of 6 hrs. Prerequisite: THR 218. **1-4 hrs.**

THR 320 Lighting and Sound Design
Lighting and Sound Design: An exploration of lighting and sound design techniques for the stage. Topics include basic electricity, light and sound plots, instrumentation, computer control, color theory, and acoustics, culminating in practical experience and design projects. Prerequisite: THR 120 or permission of instructor. **4 hrs.**

THR 321 Advanced Lighting & Sound Practicum
Advanced Lighting and Sound Practicum: Significant participation in the design and execution of lighting and sound for a theatrical production. Repeatable for a total of 16 hrs. Prerequisite: THR 320 and permission of the department. **1-4 hrs.**

THR 330 Costuming and Makeup Design
Costuming and Makeup Design: An exploration of the process required for designing costumes and make-up, including background and period research, design and execution, and techniques for application to theatrical production. Prerequisite: THR 120 or permission of instructor. **4 hrs.**

THR 331 Advanced Costuming/Makeup Design
Advanced Costuming and Makeup: Significant participation in the design and execution of costuming and makeup for a theatrical production. Repeatable for a total of 16 hrs. Prerequisite: THR 330 and permission of the departmant. **1-4 hrs.**

THR 340 Scenic Design
Scenic Design: An exploration of the craft and process of design for the stage, including script analysis, historical research, sketch concepts, drafting, floor plans, renderings, and scale model construction. Prerequisite: THR 120. **4 hrs.**

THR 341 Advanced Scenic Arts Practicum
Advanced Scenic Arts Practicum: Significant participation in the design and execution of set for a theatrical production. Repeatable for a total of 16 hrs. Prerequisite: THR 340 and permission of the department. **1-4 hrs.**

THR 345 Advanced Stage Management
Advanced Stage Management: Significant participation in the planning and implementation of stage management for a theatrical production. Prerequisite; THR 245 and permission of the department. **1-4 hrs.**

THR 350 Advanced Acting
Advanced Acting: Continued study of acting through text, topic, and/or participation and practical applicaiton of acting theory and technique by way of participation in rehearsal, development, and workshop presentation of scenes and/or monologues. Repeatable for a total of 8 hrs. Prerequisite: THR 150. **4 hrs.**

THR 351 Directing for the Theatre
Directing for the Theatre: Introduction to the basic principles of theatrical production and play analysis from the viewpoint of the director, theoretical exploration of the director's tasks and practical application of such theories and considerations in reaalted exercises and script study. Prerequisites: THR 150 and THR 210. **4 hrs.**

THR 360 Intermediate Stage Combat
Intermediate Stage Combat: An intermediate level course in the techniques and practices of staged combat. A studio course requiring physical participation. Students are instructed in intermediate unarmed, broadsword, small sword, and quarterstaff. This course offers students the opportunity to certify as Intermediate Actor Combatants with the Academy of Dramatic Combat. (Certification fees extra.) All stage weapons are provided. Course fee applies. Prerequisite: THR 260 or approval of the instructor. **4 hrs.**

THR 362 Fighting for Film
Fighting for Film: An upper levevl course designed to train actors in unarmed fight performance for film and television. The course introduces participants to set etiquette, multiple camera angles and fight scenarios. Students learn how to safely perform violent scenes for recorded media. Course fee applies. Prerequisite: THR 260 or permission of the instructor. **4 hrs.**

THR 380 Topics in Dramatic Literature
Topics in Dramatic Literature: Intensive consideration of a single problem in dramatic literature. The topics for this course will vary and may range from a consideration of the work of a major playwright to a study of a single genre, period or intellectual movement. May be repeated with different subtitles for a total of 8 hrs. Prerequisite: THR 120 and Junior or senior standing. **4 hrs.**

THR 382 Topics in Experiential Theatre

Topics in Experiential Theatre: Focused consideration of an aspect of theatrical technique. The topic for this course may vary from term to term and may range from the intricacies of dialect and vocal production to specialized movement and acting styles or the development of specialized design and production techniques. May be repeated under different topics for a total of 8 hrs. Prerequisite: THR 120 or permission of the department. **4 hrs.**

THR 398 Topics: International Preparation
Topics: International Preparation: This course examines international aspects of a selected subject matter in preparation for international experience around the same topic. Open only to students enrolled in the corresponding international experience course. Students must earn a grade of C- or better (an average of 70) in order to participate in THR 399. The total number of hours for THR 398 and THR 399 cannot exceed four total hours. Prerequisite: Junior standing and a 2.0 or better cumulative GPA. **1-4 hrs.**

THR 399 International Experience
International Experience: The international experience component of THR 398. Students will have the opportunity to experience firsthand many of the topics studied in the prerequisite course. The total number of hours for THR 398 and THR 399 cannot exceed four total hours. Prerequisite: completion of THR 398 with a grade of C- or better (an average of 70). **1-4 hrs.**

THR 450 Directed Studies
Directed Studies: Independent investigation of an area in dramatic literature or theatre. Open to junior or senior majors with a 3.000 grade point average in Theatre. Repeatable for a total of 8 hrs. Prerequisite: permission of the department. **2-4 hrs.**

THR 455 Senior Project
Senior Project: Independent study/project for the senior theatre major. The student will choose an area of particular interest (scene design, costume design, lighting design, directing, playwriting, dance choreography, dramatic literature, etc.) within the field of drama/theatre and complete a project and/or research paper in that area. This course is a culmination of work done throughout the student's academic career. Prerequisite: Senior standing with the department and approval of the department. **4-8 hrs.**

Financial Aid

Queens University of Charlotte offers federal, state and institutional merit and need-based funding. Merit funding recognizes academic achievement, leadership and talent as well as school, church and community involvement. To be considered for need-based financial aid, students must have been admitted to Queens as an undergraduate degree or teacher licensure candidate and must complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at www.fafsa.ed.gov. Students must be accepted for admission to the University prior to being awarded any funding. Additional information concerning terms and conditions of awards is outlined with in an official award notification. A complete listing of Federal, North Carolina and University funding opportunities is available online at www.queens.edu/financial.

Applications for financial aid should be submitted by entering full-time traditional students as early as possible after October 1st of their senior year in high school. Students filing before January 1st will receive priority in funding. New per credit hour undergraduate and graduate students are encouraged to complete the FAFSA as early as possible prior to their first term of enrollment. Renewal of need-based financial aid is not automatic. Therefore, continuing students are encouraged to submit a Renewal FAFSA available at www.fafsa.ed.gov no later than April 1st of each academic year. For more information on applying for financial assistance, visit www.queens.edu/financial. Queens University of Charlotte reserves the right to review and modify an offer of financial aid should the recipient receive aid from other sources.

FEDERAL PROGRAMS

All federal programs are subject to funding and congressional action.

Federal Pell Grants are available to eligible degree seeking undergraduate students on the basis of financial need. A student must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Federal Supplemental Educational Opportunity Grants (FSEOG) are available on an annual basis to degree seeking undergraduate students with exceptional financial need. These grants range in value and priority is given to Federal Pell Grant recipients. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for funding.

Federal Work-Study (FWS) Awards are available to degree seeking students with financial need. Awards are based on available federal funding. Each student participating in the work-study program will be paid monthly for hours worked. Availability of campus and community service job opportunities is limited and therefore not guaranteed. To be considered students must complete the Free Application for Federal Student Aid (FAFSA).

Federal Student Loans are available to degree seeking students enrolled at least half-time, which is 6 credit hours per term in an undergraduate program or 3 credit hours per term in a graduate program. Students must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding. For students demonstrating financial need, interest is subsidized (the U.S. government pays the interest while you are enrolled at least half-time (six credit hours) and for six months after graduation (or when attendance drops to less than halftime). Students not demonstrating financial need may borrow an unsubsidized Federal Loan for which they would be responsible for interest payments while in school.

Federal Parent PLUS Loan Program enables parents to borrow for each dependent that is enrolled in school at least half-time as a degree seeking student. Parents may finance up to the full cost of their child's education each academic year, minus grants and other financial aid the child receives. Although parents do not have to prove financial need, credit checks are mandatory. Applicants with adverse credit histories may not be eligible for PLUS loans.) Repayment on these loans usually begins within 60 days after full disbursement. If for any reason the PLUS application is denied, the dependent may be able to borrow additional funds through the Unsubsidized Federal Loan Program. The student and his/her parent(s) must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding.

Federal Graduate/Professional PLUS Loan Program allows degree seeking graduate students to borrow under the PLUS Loan Program up to their cost of attendance minus other financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must

have applied for their maximum annual loan eligibility under the Federal Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

NORTH CAROLINA PROGRAMS

All state programs are subject to revision of funding or regulation by the North Carolina General Assembly.

The North Carolina Need Based Scholarship will be awarded to North Carolina residents pursuing their first undergraduate degree who are enrolled in at least nine hours. Awards are calculated using the family's estimated family contribution as calculated on the Free Application for Federal Student Aid (FAFSA) and are subject to availability from the state.

The North Carolina Forgivable Education Loans for Service Program provides financial assistance in the form of forgivable loans to qualified students who are committed to working in North Carolina to lessen identified critical employment shortages; initially teachers, nurses and allied health professionals. Students must be residents of the state of North Carolina and meet loan eligibility requirements to qualify. Please visit www.cfnc.org/fels for more information.

QUEENS UNIVERSITY OF CHARLOTTE PROGRAMS

The scholarship application for a variety of merit, talent and civic scholarships will be made available to students in the fall preceding their freshman year at Queens. Qualified candidates will be invited to attend a scholarship program. Listed below are examples of the scholarships a qualified candidate may receive.

Presidential Scholarships are the most prestigious merit scholarships at Queens University of Charlotte, and are awarded annually to graduating high school seniors based on superior academic and leadership achievement. These full tuition scholarships are for four years of study in the traditional undergraduate program and renewable for four years with specific GPA requirements.

Byrum Scholarships are the university's second most prestigious merit scholarships and are awarded annually to graduating high school seniors based on superior academic and leadership achievement. The scholarships vary in amount and are awarded for four years to students in the traditional undergraduate program.

Queens University Scholarships are awarded to graduating high school seniors enrolling in the traditional undergraduate program. These scholarships are based on a student's overall academic record, including GPA, and standardized test scores, submitted at the time of admission.

National Merit Scholarships Students who achieve finalist status with the National Merit Scholarship Program and designate Queens University of Charlotte as their first choice college.
International Baccalaureate (IB) and AP Capstone Scholarships Students who complete the International Baccalaureate Diploma Program (IBDP) or the AP Capstone Innovative Diploma Program.

Reece A. Overcash Scholarships are awarded to graduating high school seniors enrolled in the traditional undergraduate program. Up to two students annually are awarded an Overcash Scholarship in the amount of $5,000. The scholarships are offered on a competitive basis to students who exhibit an interest in and capacity to find creative relationships between the humanities and math, science and technology and are available for four years of study.

The Gossett Jewish Leadership Scholarship Awarded to students who demonstrate a commitment to Judaism and successful leadership in their Jewish and/or secular communities.

Charles A. Dana Scholarships are awarded annually to full-time students in each of the rising sophomore, junior and senior classes enrolled in the traditional undergraduate program, who maintain an outstanding record for scholarship and leadership.

Performing and Visual Arts Scholarships are awarded during the admissions process to students who plan to major or minor in music, drama or art; or major in Music Therapy. These scholarships are awarded to full-time degree-seeking students enrolled in the traditional undergraduate program and are based on a student's overall academic record, talent and degree of advancement. An audition or portfolio review is required. Awards are based on faculty recommendations and are available for four years of study. Students must schedule an audition or submit a portfolio to receive scholarship consideration.

Ministerial Tuition Remission is available for a dependent or spouse of an active Presbyterian minister who is enrolled full-time in our traditional undergraduate program of study. Dependents or spouse of active ministers of the Presbyterian Church (USA) Mid-Atlantic Synod receive a 20% tuition remission. Dependents or spouse of active ministers in all other synods of the Presbyterian Church (USA) receive a 15% tuition remission. Remission forms are available from the Office of Student Financial Services.

Cato School of Education Fellows - are awarded on a competitive basis to graduating high school seniors majoring in education. Cato School of Education Fellows have the option to obtain North Carolina teacher licensure in one of the following programs offered through the Teacher Education Program in the School of Education: elementary education, special subject areas for grades K-12 (French and Spanish), and in high school subject areas of English, history, math, biology and chemistry.

McColl Case Competition Scholarships are awarded to graduating high school seniors enrolling in the traditional undergraduate program. Prospective McColl School undergraduate business majors choosing to participate will have the opportunity to analyze a business case and present their findings and recommendations in a two round competition. Round one is a written case analysis (no more than four pages). In round two, each finalist is required to visit campus and present to a panel of McColl School faculty, alumni, local business leaders and finalists from the previous year. Awards for the competition are as follows:

Knight Scholarship Program- The James L. Knight School of Communication awards competitive scholarships for students who engage the community in digital and media literacy initiatives. These scholarships are awarded to entering freshmen and are renewable for up to four years. A Knight Scholar is expected to participate in service initiatives over their first two years. Upon entering their third year, they will propose a unique service project on their own to be completed by their fourth year. To apply for the scholarship, a student must be a first –time freshman and be a full-time degree-seeking student living on campus with an interest in majoring in communication.

Athletic Scholarships are awarded according to NCAA Division II and conference policies and are based on the recommendation of the athletic department in the following sports:

Men's	Women's
Basketball	Basketball
Cross Country	Cross Country
Golf	Field Hockey
Lacrosse	Golf
Soccer	Lacrosse
Swimming	Soccer
Tennis	Softball
Track & Field	Swimming
	Tennis
	Track & Field
	Volleyball

For more information, contact the Department of Athletics.

Hayworth Merit Scholarships are awarded to degree seeking undergraduate students enrolled in Hayworth School. Students must meet the academic and enrollment qualifications to receive funding. For more information, please contact the Hayworth School admissions office.

STUDY ABROAD

Students who wish to study abroad should first contact The Myrta Pulliam Center for International Education. Students wishing to receive financial assistance for studies outside the United States must contact the Office of Student Financial Services at least three months prior to their departure.

Federal financial aid is available for approved study abroad programs. University funding can be used for study abroad if the student pays tuition, room and board directly to Queens University of Charlotte and the University makes payment to the participating study abroad University. Financial aid is not disbursed until after the term begins. Therefore, financial aid funding is not available in time to pay upfront costs such as deposits and plane fare.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Satisfactory Academic Progress

To be eligible for federal, state, and institutional funding, students must meet both the qualitative and quantitative criteria indicated below.

Qualitative Requirement

Undergraduates

Each student must maintain the following minimum GPA based on credits earned:

Total hours earned	Minimum GPA
0-16	1.50
17 or more	2.00

Note: Full Time Freshman will be put on warning after the completion of the student's first semester if his/her cumulative GPA is below a 2.0.

Graduate Students

Each student must meet the academic standards for enrollment in his or her school or program in order to continue to receive financial assistance as described in the graduate catalog.

Quantitative Requirement

All students must complete at least 75% of hours attempted. Academic progress is measured at the end of each *term by dividing the cumulative hours successfully completed (including transfer hours) by the cumulative* number of hours attempted. All attempted hours are counted whether or not financial aid was received, coursework was successfully completed, or any class was repeated.

Maximum Timeframe

Students may not receive financial assistance for more than 150% of their expected program length as measured in credit hours. All attempted hours at any institution, including Queens, are counted whether or not financial aid was received, coursework was successfully completed or any class was repeated.

Example: If your degree requires you complete 120 credit hours, your maximum timeframe would be 120 hours x 150%=180. Your maximum timeframe to complete your degree would be 180 attempted credit hours.

Remedial Coursework: Remedial Coursework does not factor into GPA or SAP and does not count towards graduation.

Grades in Determining Academic Progress

The successful completion of a credit attempted and earned is credit for which a grade of A, B, C, D or P is received. An incomplete grade (I) counts as credit attempted but will not count as credit earned until the recording of a passing grade. A grade of W (withdrawals) will count as credit attempted but will not count as credit earned. A grade of K will not count as credit attempted or earned.

Financial Aid Warning and Probation
Satisfactory Academic Progress requirements are measured at the end of each term. Students who fail to meet either or both of the qualitative and quantitative requirements are placed on financial aid warning their following term and will receive a letter informing them of this warning status, the consequence of such status and the requirements necessary to have the warning resolved. Students may continue to receive financial aid during this warning term. If a student does not meet both requirements at the end of the warning term, the student will be placed on financial aid probation and all financial aid will be suspended until he/she once again meets both requirements. Students who are removed from financial aid warning or probation but are subsequently placed on them in future terms will be ineligible for aid.

At the Director's discretion, students transferring to Queens University of Charlotte from another institution may be required to complete at least one successful term at Queens before being considered aid eligible if their transcript history indicates SAP policy issues are present.

Appeals
Students ineligible to receive financial aid due to financial aid probation may appeal such action on a term by term basis. Letters of appeal must be submitted to the Office of Student Financial Services no later than two weeks before the beginning of the affected semester. Appeals must include an explanation of the circumstances contributing to the unsatisfactory performance and how these circumstances have been resolved. Supporting documentation, such as letters from physicians or counselors should be included when relevant. Appeals must also include an academic plan set forth by both the student and their academic advisor.. Traditional Undergraduate Students should contact the Center for Student Success and schedule a meeting with an academic advisor. Hayworth College and Graduate Students should schedule a meeting with their academic advisor. The academic plan must outline how the student will achieve satisfactory academic progress and the time frame in which they will achieve progress. Academic plans must be signed by both the student and their academic advisor.

Students will be notified in writing of the appeal decision. If the appeal is granted, financial aid eligibility is restored for that term only. If the appeal is denied, the student remains ineligible for aid for the affected term and will be re-evaluated at the end of the term. Appeal decisions are made by the Assistant VP and Director of Student Financial Services and are final.

WITHDRAWAL FROM THE UNIVERSITY

Students are expected to attend and participate in class to maintain eligibility for federal, state and institutional aid. Students who withdrawal from University, officially or unofficially, may lose part or all of the aid that was awarded based on the hours of enrollment.

An ***official withdrawal*** occurs when the student notifies the University of his/her intent to stop attending classes within the withdrawal period. The student does this by completing the Withdrawal/Leave of Absence Form and turning it into the Registrar. A grade of "W" will be recorded on the students transcript for the classes impacted. Depending on the date of the withdrawal the University may be liable to return part or all of the student's federal and state aid. (see below).

An ***unofficial withdraw*** occurs when a student stops attending class without notifying the university of intent to withdraw. When this happens a student has "unearned" F's recorded on his/her transcript for all courses he/she was enrolled in during the term. University official will attempt to determine the students last date of attendance as evidenced by the last date of academically related coursework, or the last date of attendance when a professor's takes attendance weekly as noted in the course syllabus. If it is not possible to determine a last date of attendance, the University will use the midpoint of the payment period. It is likely that the student will lose some or all of his or her financial aid, including federal loan proceeds, and will be liable for the balance on the student account. (see below)

WITHDRAWAL AND FEDERAL AID ELIGIBITY

The federal government regulations stipulate that if the student fails to complete at least 60% of the term, that a portion of the aid must be forfeit. You can do a rough calculation by counting how many days you will have been enrolled AND ACTIVELY ATTENDING CLASSES and dividing it by the total number of days in the term (you can use the academic calendar to figure this out). This number should be multiplied by the federal loans and grants you have received for that term and the result is the amount of aid you may *keep*. The University will be obligated to return the rest to the federal government.

As an example, let's assume Rex Royal is a sophomore enrolled full time in the fall term and received a Federal Direct Subsidized Loan in the amount of $1,750 for the fall term. Let's also assume that Rex was eligible for a Pell Grant in the amount of $2,500 for that term. If Rex withdraws from all of his classes on October 1 and had been in regular attendance until that date, the following would be the calculation:

# days in August, assuming the term start date is August 29:	3
# days in September:	30
# days in October:	0
Total days enrolled and attending	33
Total days in the term, using the same method, but Ending on December-9:	103

33 divided by 103 = .320
Note: Any semester breaks of one week or longer are subtracted from the number of days in the term

Multiply the total aid received of $4,250 by .320. This equals $1,360, which is approximately how much of the aid you can *keep*. The University would need to return $2,890 to the federal government. *Note- this is an illustration only.

Tuition and Fees

While the Board of Trustees reserves the right to adjust the fee schedules at any time, the following basic fees have been established for 2016-2017.

UNDERGRADUATE PROGRAMS

Comprehensive Tuition Rate

Students who are admitted to the Traditional Undergraduate Program, or Adult Undergraduate Program and students who are admitted to the pre-licensure BSN program and who are registered for 12 to 20 credit hours in a fall or spring term, will pay the following comprehensive tuition rate. All students living in a Residence Hall are also charged the comprehensive tuition rate, regardless of the number of credit hours enrolled.

Full-Time Students	**$31,360 covers both fall and spring terms.**

Overload Tuition Rate

Undergraduate students enrolled in more than 20 credit hours paying the comprehensive tuition rate will pay the Overload Tuition Rate for each credit hour over twenty, except for those students in the Music Therapy program or those students who have credit for theatre productions that take their course load over 20 hours.

Overload Tuition Rate	$464

Credit Hour Tuition Rate

Students admitted to the Adult Undergraduate Program, the RN-BSN Program or the Accelerated BSN Program will pay the credit hour tuition rate as indicated below, regardless of the number of credit hours for which they are registered. Students admitted to the traditional undergraduate program who are registered for less than 12 hours will also pay the rate as indicated below.

Traditional Undergraduate Program	$464
Adult Undergraduate Program	$464
RN-BSN Program	$475
Accelerated BSN Program	$750
EDU—(Teaching Block)	$210

GRADUATE PROGRAMS

College of Arts and Sciences	
Masters of Fine Arts (MFA) in Creative Writing	$612 per credit hour
Master of Science in Interior Architecture and Design	$675 per credit hour
McColl School of Business	
Master of Business Administration (Professional Program)	
(39 Hour Program)	$1,050 per credit hour
(36 Hour Program)	$1,105 per credit hour
Master of Science in Organization Development	
MS-OD (students entering during or before 2013-14)	$1,050 per credit hour
MS-OD (students entering after 2013-14)	$1,105 per credit hour
Knight School of Communication	
Master of Arts in Communication	$780 per credit hour
Wayland H. Cato, Jr. School of Education	
Master of Arts in Teaching	$390 per credit hour
Master of Education	$390 per credit hour
Graduate (Non-Degree)	$390 per credit hour
Presbyterian School of Nursing	
Master of Science in Nursing	$490 per credit hour

RESIDENCE HALLS & MEAL PLANS

The Residence Halls are designed for full-time traditional age undergraduates. Family housing is not available.

There is a three year residency requirement for all traditional undergraduate students. All residents will be charged the comprehensive tuition rate, the room rate applicable to the student's dorm assignment and the board rate applicable to the student's chosen meal plan. Double room residence hall accommodations are available to all full-time students paying the comprehensive rate. If space is available, a student may choose to have a private room at the rates specified for single occupancy.

Damages to rooms, residence halls and community areas are billed directly to student accounts and are due upon receipt. Full details regarding residence halls and meal plans are available in the Housing Contract.

Cable/Internet Access
Each residence hall is equipped with cable television service and internet access. Students need to provide their own personal television and computer to use these services. The cost of these services is included in the basic room charge.

Laundry Machines/Micro-Fridges
Each residence hall room is equipped with a micro-fridge combination microwave-refrigerator freezer appliance. In addition, each residence hall has free state-of-the-art laundry facilities.

Apartment Style Residence (North Residence Hall)	
Single Occupancy	$ 7,380
Corridor Style Residences (Albright, Barnhardt, Belk & HBO)	
Double Occupancy	$ 6,800
Single Occupancy	$ 8,850
Suite Style Residence (Hayes)	
Double Occupancy	$ 7,240
Suite Style Residence (Wireman)	
Double Occupancy	$ 7,350
Single Occupancy	$ 9,450
Super Suite Style Residence (South)	
Double Occupancy	$ 7,640
Single Occupancy	$ 9,980

Meal plans

All resident students are required to participate in one of the meal plans provided by the University.

Students residing in North Hall are not required to participate in a standard meal plan but may elect any of the meal plan options listed.

Students with special dietary needs should have a physician outline these needs in a letter to the general manager for Chartwells so that the meals can be prepared accordingly

	Annual Cost
Unlimited meal plan	$ 4,738
19 meal plan	$ 4,144
15 meal plan	$ 3,980
10 meal plan	$ 3,662
5 meals per week plan (Seniors or North Only)	$ 1,888
3 meals per week plan (North only)	$ 1,292

OTHER TUITION / FEES INFORMATION

REQUIRED HEALTH AND ILLNESS INSURANCE

All full-time students paying the Comprehensive Tuition Rate and all full-time and part-time students in the BSN and Accelerated BSN programs are automatically billed for a health and illness insurance plan through the University. To decline participation in and to remove charges from a student account for this insurance, students must complete a waiver on-line with the University's insurance provider the first academic term of every academic year the student is enrolled. Please retain a copy of the waiver verification.

Coverage is for the full year and cost is charged equally in Fall and Spring for convenience and affordability purposes. Information on coverage, costs and limitations are available through www.uhcsr.com , click on "Find My School's Plan and select Queens University of Charlotte.

Students who participate in the university's insurance plan may download their insurance card by creating an account when visiting www.uhcsr.com and finding Queens University of Charlotte by following the "Find My School's Plan" link.

Student Athletic Insurance

Student athletes are required to carry athletic injury insurance per the NCAA. The university secures this coverage for student athletes and charges the premium for the year in the entering term. This coverage cannot be waived.

Charlotte Area Educational Consortium (CAEC)

Full-time degree-seeking undergraduates paying the University's comprehensive tuition rate may register, on a space-available basis, for a course at any of the institutions in the Charlotte Area Educational Consortium with no additional charge. See **Other Educational Opportunities** for a list of CAEC member institutions. A student interested in the consortium should contact the Registrar's Office.

Audited Courses

Students will be charged for an audited course as they would for any other course.

Repeated Courses

A student who chooses to repeat a course will be charged for the course.

Course Fees

The courses in which a student enrolls will determine the course fees that are charged. For a listing of the possible non-refundable course fees that could be charged please visit the Student Financial Services web site.

Application Fees

Graduate Programs	
Master of Fine Arts	$45
McColl School of Business	$75
Wayland H. Cato, Jr. School of Education	$40
Knight School of Education	$40
Presbyterian School of Nursing	$40

Enrollment Deposits

Traditional Undergraduate Programs*	$300
Undergraduate International Students**	$1,000
Master of Fine Arts	$300

**Traditional Undergraduate Program deposits will be refunded if the University has been notified prior to May 1st of the student's decision to not attend.*

***International students admitted to must pay a $1,000 deposit that is non-refundable.*

General Fee

The General Fee is charged to all students of Queens University of Charlotte and varies in amount based on enrollment status. This fee enhances a wide range of areas including, but not limited to, campus facilities, parking and transportation, student programming and activities and general campus safety.

Full-time Traditional Undergraduate Program--Residents	$535 per term
Full-time Traditional Undergraduate Program--Commuters	$450 per term

Part-time Traditional Undergraduate Students (up to 11 hours) and Adult Undergraduate

Less than 6 hours	$78 per term
6 to 8 hours	$138 per term
9 to 11 hours	$209 per term
12 or more hours	$268 per term
RN-to-BSN Students	$135 per term
Graduate Students	$268 per term

Other Fees

Administrative Enrollment Fee*	$150 per term
Late Payment Fee	$75 Charged monthly for accounts
Specialized Documentation	$50 Charged per request
Official Transcript Fee	$7.25 per transcript (an additional fee is charged for out-of-network transcripts)

**Charged if students have unpaid balance and no payment plan after drop/add each term.*

Payment Plan Fees

Four Month Payment Plan (Fall & Spring)	$50 per term
Tuition Deferment Plan (TDP)**	$250 per term

* Students who do not pay their balance in full by the due date for the applicable term, or who have not self-enrolled in a payment plan will be administratively place on a payment plan and charged $150 enrollment fee.

**Classes covered by TDP requiring multiple terms will require a new TDP and additional fee each term

Payment Information

Upon registration students accept as binding all fees and regulations set forth in the Catalog or as amended during the year:

1. Tuition and fees, less financial assistance awarded, are due and payable according to the schedule listed below:

Due Dates

Fall Term	Spring Term	Summer Term**
August 1	January 1	May 1

Drop Dates – see academic calendar

Students are responsible for charges for any classes not dropped by the drop dates listed.

2. Payments are paid online through the university intranet, MyAccount. Payments using MasterCard, Visa, American Express or ACH are accepted. Student choosing credit or debit cards are assessed a convenience fee. Students wishing to pay by checking or saving funds must complete the ACH information at the bottom of their check or savings deposit form to avoid the convenience fee.

3. Credits for scholarships and financial assistance are divided equally between the fall and spring terms after the drop / add period.

4. Overpayments created by financial assistance will only be refunded to the student and/or parent after charges have been paid in full.

5. Failure to pay by the due date or to self- enroll and pay according to the terms of a payment plan will result in the student being administratively enrolled in a payment plan and charged $150 enrollment fee. Failure to adhere to the terms of the University's payment plans will result in a monthly late fee until the balance has been paid in full. The student is responsible for all changes assessed against the student regardless of any arrangements or agreements made with other parties.

6. Payments returned from the student's bank for will be assessed a $30 returned check fee. The student may be asked to replace the returned check with guaranteed funds.

7. Students are not permitted to attend class until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing with the University throughout the term.

8. Participation in graduation activities and receipt of diplomas, certificates, and transcripts are permitted only when the student's account has been paid in full. Students using the Tuition Deferment Plan or payment plans should clear any balance two weeks prior to the end of the term regardless of the due date for the semester they complete their degree requirements.

9. Students that have balances not paid in full prior to the due date for the term will have a hold status on their account. Tuition Deferment Plans will be allowed to register but if left unpaid prior to the due date will result in dropped classes for the next term. The hold will be removed when the account is paid in full. Hold status results in a student's inability to register for the next semester, obtain transcripts or diplomas. Payment Plan due dates are carefully made so that registration does not interfere as long as payments are made on time.

10. Students that become financially delinquent and fail to clear their account by the end of the semester will have their student account turned over to a collection agency. If an account is referred to a collection agency or attorney, the student will be liable for all attorney fees, court costs and collection fees as allowed by law. Students that would like to re-enroll at Queens after having been in collections will be asked to pre-pay all tuition and fees with guaranteed funds before being allowed to register for the upcoming term.

11. Students wishing to apply for financial assistance should visit the Student Financial Services website or call 704-337-2225.

APPEALS

Students may send appeals regarding financial obligations to the Financial Policy Committee via fpc@queens.edu. Appeals should be detailed and well written. They must come directly from the student via his or her Queens email. Appeals must be submitted no later **than two weeks following the end of the affected semester.** Supporting documentation should be included when relevant. The Financial Policy Committee meets on a monthly basis. Students will be notified in writing via their student email of the appeal decision. Appeal decisions made by the Financial Policy Committee are binding.

Withdrawal or Drop and Financial Obligations

The policies and procedures below apply to all undergraduate and graduate students. Students who enroll in multiple programs must follow that program's calendar for each class. Additional information is available in the Office of Student Financial Services or on the Queens web site.

Students who determine that dropping classes or withdrawing from Queens University of Charlotte is necessary, should realize that their student account and financial aid may be impacted. It is strongly suggested that they consult with Student Financial Services to determine if the drop or withdrawal will result in the reversal of financial aid. Any balance created as a result of the reversal of financial aid in addition to any existing student account balance, will require payment immediately. Refunds issued to students during the term of withdrawal may need to be returned in part or full to the University as a result of a withdrawal. Students receiving refund checks should contact the Student Financial Services office to determine if the funds should be returned. **All balances are due and payable at the time of withdrawal for all students.**

Impact of Drop or Withdrawal on Student Charges

Dropping a Course

When a course is dropped during the Drop/Add period there is no record of that registration, and no tuition is charged for that course. Students may add or drop courses through myAccount while registration is open for a term through the end of the Drop/Add period. A class may not be dropped after the end of the Drop/Add period.

Abandoning a Course

A student who simply stops attending class after the Drop/Add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. Please note, abandoning a class will impact your eligibility for Federal Financial Aid as discussed below.

Withdrawal from a Course

There is no refund of tuition for withdrawal from an individual course unless the withdrawal results in zero enrolled credit hours. A withdrawal must be done through the Registrar's office.

Withdrawal From All Classes / From The University

Withdrawal-Academic Ineligibility

A student determined by the Student Qualifications Committee to be academically ineligible to return will receive a refund if the student has made payments or has a credit balance toward the next term's tuition and fees. Such decisions are made at the end of each term.

Official Withdrawal

Students who officially withdraw from the University, effectively leaving Queens, during a term of enrollment will have tuition adjusted according to the program specific adjustment schedule below. Students must officially withdraw through the Registrar's office for the appropriate adjustment. It is likely that the student will lose some or all of his or her financial aid, including federal loan proceeds, and will be liable for the balance on the student account. Please review the section below regarding the impact of Drop or Withdrawal on Financial Aid.

Unofficial Withdrawal

Students who stop attending all courses in a term are considered to have unofficially withdrawn from the University. The university will determine the students last date of attendance based on the documented last date of academically related activity, r the last date of attendance when a professor's takes attendance weekly as noted in the course syllabus. If it is not possible to determine a last date of attendance, the University will use the midpoint of the payment period. It is likely that the student will lose some or all of his or her financial aid, including federal loan proceeds, and will be liable for the balance on the student account. Please review the section below regarding the impact of Drop or Withdrawal on Financial Aid.

We strongly recommend you meet with your financial aid counselor before you stop attending classes.

Undergraduate and Graduate on Ground 15 Week Semester (Excluding MFA Program)

Period of Withdrawal	Adjustment
Week 1- Drop / Add	100%
Week 2	75%
Week 3 and 4	50%
Week 5 and 6	25%

Online Graduate Programs – 8 Week Modules

Period of Withdrawal	Adjustment
Week 1- Drop / Add	100%
Week 2	0%

Master of Fine Arts Program

Period of Withdrawal	Adjustment
Day 1	100%
Day 2	75%
Day 3 and 4	50%
Day 5 and 6	25%
After Day 6	0%

Impact of Drop or Withdrawal on Financial Aid

If a student withdraws from or abandons all classes or withdraws from the University, it may be required that all or a portion of the student's assistance be returned to the originating source.

WITHDRAWAL AND FEDERAL AID ELIGIBITY

The federal government regulations stipulate that if the student fails to complete at least 60% of the term, that a portion of the aid must be forfeit. You can do a rough calculation by counting how many days you will have been enrolled AND ACTIVELY ATTENDING CLASSES and dividing it by the total number of days in the term (you can use the academic calendar to figure this out). This number should be multiplied by the federal loans and grants you have received for that term and the result is the amount of aid you may *keep*. The University will be obligated to return the rest to the federal government.

As an example, let's assume Rex Royal is a sophomore enrolled full time in the fall term and received a Federal Direct Subsidized Loan in the amount of $1,750 for the fall term. Let's also assume that Rex was eligible for a Pell Grant in the amount of $2,500 for that term. If Rex withdraws from all of his classes on October 1 and had been in regular attendance until that date, the following would be the calculation:

# days in August, assuming the term start date is August 29:	3
# days in September:	30
# days in October:	0
Total days enrolled and attending	33
Total days in the term, using the same method, but Ending on December-9:	103

33 divided by 103 = .320
Note: Any semester breaks of one week or longer are subtracted from the number of days in the term

Multiply the total aid received of $4,250 by .320. This equals $1,360, which is approximately how much of the aid you can *keep*. **The University would need to return $2,890 to the federal government. *Note- this is an illustration only.**

FACULTY & ADMINISTRATION

The Faculty

Date following name and title indicates year of full-time appointment

Dixie Abernathy
Assistant Professor of Education, 2016
B.A., Wake Forest University; M.Ed., Winthrop University; Ed.D., East Carolina University

Dimitra D. Acheson
Associate Professor of Chemistry, 1994
B.S., University of Athens; M.S., University of Iowa; Ph.D., University of North Carolina at Chapel Hill

Christine L. Allegretti
Professor of Psychology, 1985
B.A., M.A., Ph.D., University of Arkansas

Tosha Arriola
Instructor of Education, 2013
B.A., State University of New York at Cortland; M.Ed, Queens University of Charlotte

Janet L. H. Bartholow
Instructor of Finance, 2015
B.B.A., Ohio University; M.B.A., Malone University

James Beach
Assistant Dean of the College of Arts & Sciences and Instructor of Psychology, 2016
B.A., M.L.A., Winthrop University

John L. Bennett
Associate Professor of Business & Behavioral Science, 2010
B.S., Mars Hill College; M.P.A. University of North Carolina at Greensboro; M.A., Ph.D., Fielding Graduate University

Gregory C. Berka
Assistant Professor of Organizational Behavior, 2014
B.S.B.A., Becknell University; MBA, Ph.D., University of North Carolina at Charlotte

Janie Best
Associate Professor of Nursing, 2007
B.S.N., Wingate University; M.S.N, University of North Carolina at Charlotte; DNP, University of Alabama at Huntsville

Harry Bowen
W.R. Holland Chair of International Business and Finance & Professor of International Business and Economics, 2007
B.A., University of California, San Diego; M.A., Ph.D., University of California, Los Angeles

Shawn K. Bowers
Instructor of English, 2012
B.A., M.F.A., Queens University of Charlotte

Jessica Braswell
Associate Professor of Environmental Science, 2007
B.S., Mary Washington College; Ph.D., San Diego State University and University of California, Davis

Terrence Broderick
Lecturer in Business Administration, 2014
B.A., LaSalle University

Bradley W. Brooks
Professor of Marketing, 1994
B.S., Clemson University; M.B.A., Ph.D., University of South Carolina

Brandon Brooks
Assistant Professor of Digital Media Studies, 2015
B.A., Cedarville University; M.A., Ohio University; Ph.D., Michigan State University

Marion Bruner
Lecturer of English, 2014
B.A., M.A., University of North Carolina at Charlotte

Kevin L. Burke
Professor of Kinesiology, 2012
B.A., Belmont Abbey College; M.A., East Carolina University; Ed.S., Georgia Southern University; Ph.D. Florida State University

Timothy E. Burson
Professor of Economics, 1991
B.A., Shippensburg University; M.B.A., University of North Carolina at Charlotte; Ph.D., University of South Carolina at Columbia

Grace O. Buttriss
Instructor of Nursing, 2004
B.S.N., M.S.N., University of North Carolina at Charlotte; DNP, Metropolitan State University

Deborah N. Campbell
Assistant Professor of English, 1987
B.A., M.A., West Virginia University

Jill W. Carey
Instructor of Nursing, 2009
B.S.N., University of Texas at Austin; M.S.N., Gardner-Webb University

Alexis L. Carreiro
Assistant Professor of Communication, 2011
B.A., Clark University; M.A., Ph.D., The University of Texas at Austin

Robert Ceglie
Associate Professor of Education, 2013
B.S., M.Ed., University of Massachusetts - Boston; M.Ed., Framingham State University; Ph.D., University of Connecticut

Siulolovao Challons-Lipton
Professor of Art, 2005
B.A., M.A., McGill University, Montreal, Canada; D.Phil., Oxford University, Oxford UK

Dawn E. Chanland
Associate Professor of Business Administration, 2012
B.B.A., California State University, Chico; M.B.A., San Jose State University; D.B.A., Boston University

M. Cherie Clark
Charles A. Dana Professor of Psychology, 1994

B.A., Indiana University of Pennsylvania; M.A., Florida Atlantic University; Ph.D., Florida International University

Mr. Gerald Colbert
Lecturer in Theatre, 2014
B.F.A., University of North Carolina at Greensboro

Margaret Commins
Associate Professor of Political Science, 2010
B.A., Gettysburg College; M.A., Ph.D., University of North Carolina at Chapel Hill

Joseph Cornelius
Assistant Professor of Communication, 2013
B.F.A., University of North Carolina School of the Arts; M.F.A., Wake Forest University

Sheryl Cornelius
Assistant Professor of Nursing, 2015
B.S.N., Winston Salem State University; M.S.N., Duke University; D.Ed., Walden University

Jolene Correll
Instructor of Nursing, 2011
B.S.N., M.S.N., Queens University of Charlotte

JoAndrea Costner
Instructor of Nursing, 2015
B.S.N., M.S.N., University of North Carolina at Charlotte

Steven Cox
Professor of Marketing, 2006
B.S., Northwestern University; M.B.A., Northern Illinois University; Ph.D., University of Nebraska

Sarah Creech
Lecturer of English, 2014
B.A., Winthrop University; M.A., M.F.A., McNeese State University

W. Morris Creech
Associate Professor of English, 2008
B.A., Winthrop University; M.A., M.F.A., McNeese State University

Pamela Davies
President of the University and Professor of Management, 2000
B.A., University of Florida; M.B.A., Southwest Missouri State University; Ph.D., University of Tennessee

Alfred R. DeAngelis
Assistant Professor of Physics, 2012
B.S., Washington University; M.Ph., Ph.D., Rutgers University

Erin K. DeBell
Instructor of World Languages (Spanish), 2010
B.A., M.A., University of North Carolina at Charlotte

Carrie E. DeJaco
Associate Professor of Biology, 2006
B.S., M.S., University of Louisville; Ph.D., University of Illinois at Urbana-Champaign

Lauren P. DiMaio
Assistant Professor of Music Therapy, 2015
B.M.T., Berklee College of Music; M.M.T., Temple University

Linda Dunlap
Associate Professor of Education, 2010
A.B., Glenville State College; M.A., Ph.D., West Virginia State University;

Jennifer C. Easterwood
Associate Professor of Biology, 2005
B.S., Presbyterian College; Ph.D., Medical University of South Carolina

Mohammed el-Nawawy
on Sabbatical 2016-2017
Professor of International Communication and Middle Eastern Studies, 2006
B.A., M.A., The American University in Cairo, Egypt; Ph.D., Southern Illinois University at Carbondale

Angelle V. Edwards
Director of the Center for International Education and Instructor of Education, 2013
B.B.A., M.S., Texas A&M University

Rebecca L. Engen
Professor of Music, 2001
B.M., M.A. Ph.D., The University of Iowa

Sarah Fatherly
Associate Provost & Dean of University Programs, Interim Dean of the Knight School of Communication and Professor of History, 2012
B.A., Gustavus Adolphus College; M.A., Ph.D., University of Wisconsin-Madison

James W. Foster, Jr.
Professor of Business Law, 1982
B.B.A., Siena College; J.D., Albany Law School; Certified Public Accountant

J. Norris Frederick, Jr.
James A. Jones Chair of Philosophy and Religion and Professor of Philosophy, 1990
A.B., Davidson College; M.A., Ph.D., University of Georgia

Julie Funderburk
Lecturer of English, 2014
B.A., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

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Quendale Martin, *Network Analyst*
Kevin McQueen, *Technical Support Specialist*
Mark Price, *Director, User Support Services*
Gaurav Srivastava, *Data Systems Analyst*
Connie Turner, *Director, Enterprise Application Services*
Vacant, *Data Center Analyst*

Vacant, *Technical Support Specialist*

Institutional Effectiveness & Planning
Chandler Barrett, *Executive Director, Institutional Effectiveness*
Tracy Gunn, *Director of Institutional Research*
Vacant, *Coordinator, Sponsored Research and Assessment*

Knight School of Communication
Sarah Fatherly, *Interim Dean of the Knight School of Communication*
Andrew Au, *Director, Community Programs*
Bruce Clark, *Project Manager, Digital Inclusion*
Robert Page, *Director of Digital Projects*
Cheryl Ruziska, *Administrative Assistant*

Levine Center for Wellness & Recreation
Randall Goble, *Assistant Athletics Director and Director, Levine Center*
Veda Sargent, *Assistant Director*

Marketing & Community Relations
Jennifer Johnson, *Vice President for Marketing and Communication*
Laura Belanger, *New Media Designer*
Lisa Noakes, *Director of Communications and Public Relations*
Whitney Combs, *Marketing Director*
Jennifer McGivney, Digital Media Director
Jessica Laney, *Marketing Traffic Manager*
Regina Betz, *Marketing Coordinator*

Master of Fine Arts in Creative Writing
Fred Leebron, *Director*
Melissa Bashor, *Administrative Director*

McColl School of Business
Richard Mathieu, *Dean of the McColl School of Business and Professor of Quantitative Business Analysis*
Alison Hiltz, *Director, Education Leadership Programs*
Nancy McNelis, *Director, EMBA Program*
Candace Cane, *Program Manager*
Amanda Gibson, *Director, Professional Development Center*
Elizabeth Henderson, *Director, Graduate Admissions*
Paul Joyce, *Executive Director, Executive Leadership Programs*
Bob Mobley, *Assistant Dean for Operations*
Jane Williams, *Program Manager, Leadership Initiatives*
Suzy Plott, *Assistant Director, EMBA Program*
Marcia Stefan, *Program Administrator*
Pamela Reid, *Office Manager*

Music, Theatre & Dance
Stephanie Lawrence-White, *Chair*
Anna Catherine Fowler, *Music Therapy Practicum Supervisor*
April Jackson, *Department Coordinator*
Meg Johnson, *Music Therapy Clinical Coordinator*
Stacey Surratt, *Music Therapy Practicum Supervisor*

Myrta Pulliam Center for International Education
Angie Edwards, *Director, International Education*
Sidra Freeman, *International Education Advisor*
Kimberly Phillips, *Office Coordinator*

President's Office
Pamela Davies, *President of the University*
Tamara Burrell, *Executive Director, Presidential Relations*
Julie Langlois, *Executive Assistant to the President*

Public Safety and Campus Police
Raymond Thrower, *Assistant Vice President*
Linda Hammaker, *Office Manager*
Mac Cable, *Campus Police Chief*
Kristine Bohon, *Communications Officer*
Jose Calderon, *Campus Police Officer*
Lorrie Crosby, *Campus Police Sergeant*
William Duncan, *Campus Police Sergeant*
Ismael Fuentes, *Driver*
Veronica Grier, *Driver*
Mark Litjes, *Campus Police Sergeant*
David Pressley, *Campus Policy Officer*
Anthony Martin, *Driver*
Terri Oxford, *Campus Police Officer*
Samantha Smith, *Campus Police Officer*
Harrell Reynolds, *Driver*
Donald Rousseau, *Campus Police Officer*
Victoria Long, *Campus Police Dispatcher*
Clyde Teeter, *Driver*
Richard Smith, *Coordinator, Parking And Transportation*

Registrar
Linda Fleischman, *Registrar*
Brandeis Green, *Associate Registrar*
Andrea Brown, *Academic Records Specialist*
Vacant, *Academic Records Specialist*
Joan Raney, *Software Specialist*
Sally Stapleton, *Coordinator, Technology &*

Online Services

Student Athletics

Cherie Swarthout, *Director of Athletics*
Tim Burke, *Asst. Athletics Director for Student Services and Compliance*
Vacant, *Associate Director for External Operations/Athletic Communication/SWA*
Randall Goble, *Asst. Athletics Director and Director, Levine Center*
Veda Sargent, *Asst. Director, Levine Center*
Phylicia Short, *Director, Sports Information and Media Relations*
Stephanie Withey, *Director, Marketing and Promotion*
Brandon Johnson, *Director of Sports Medicine*
Mark Lepkowski, *Head Coach, Strength and Conditioning/Sports Comp Mgr*
Robbie Garriett, *Administrative Assistant*

Coaches and Trainers

Vacant, *Head Coach, Women's Lacrosse*
William Boykin, *Head Coach, Men's and Women's Tennis*
Oliver Carias, *Head Coach, Men's Soccer*
Luke Duffy, Assoc. Coach, Women's Soccer
Jeff Dugdale, *Head Coach, Swimming and Aquatics Director*
Sonni Dyer, *Head Triathlon Coach*
Alexa Gallo, *Asst. Athletic Trainer*
Nicholas Gibson, *Asst. Coach, Cross Country & Track and Field*
Sarah Jensen, *Head Coach, Women's Basketball*
Matthew Johnson, Asst. Coach, Swimming
Brandilyn Kist, *Head Coach, Women's Field Hockey*
Chris Kivlen, *Head Coach, Men's Lacrosse*
Dan Larkin, *Asst. Coach, Men's Basketball*
Grant Leonard, *Assoc. Coach, Men's Basketball*
Hannah Long, *Head Coach, Volleyball*
John Long, *Assoc. Coach, Swimming and Triathlete and Club Swimming Coordinator*
Bart Lundy, *Head Coach, Men's Basketball*
Laura Malinoski, *Asst. Coach, Women's Field Hockey*
Jasonn Miller, *Assoc. Director, Sports Medicine*
Vacant, *Asst. Coach, Women's Lacrosse*
Sandra Parys, *Asst. Coach, Volleyball*
Kristin Parunak, *Asst. Coach, Women's Basketball*
Samuel Puryear, *Director, Golf Operations*
Jena Ready, *Asst. Coach, Strength and Conditioning*
Christine Roser, *Asst. Softball Coach*
Stacey Schramm, *Asst. Coach, Softball*
David J. Short, *Asst. Coach, Men's Soccer*
Lindsay Smith, *Asst. Athletic Trainer*
Jesse Tarr, *Asst. Coach, Tennis*
Lori Townsend, *Head Coach, Cheerleading*
Jim Vahrenkamp, Director, *Cross-Country & Track and Field*
Jovan Vukicevic, *Asst. Coach, Track & Field*
David Wintringham, *Asst. Athletic Trainer*
Vacant, *Asst. Coach, Women's Golf*
Vacant, *Asst. Coach, Cross Country & Track and Field*
Vacant, *Asst..Coach, Men's Lacrosse*
Vacant, *Head Coach, Women's Soccer*
Vacant, *Asst. Coach, Women's Soccer*

Student Financial Services

Christy Majors, *Assistant Vice President, Student Financial Services*
Vacant, *Student Accounts Specialist*
Trisha Barker, *Assistant Director, Financial Aid*
Nancy Buchanan, *Senior Director, Financial Aid*
Christine Claypool, *Counselor*
Dawn Connell, *Systems Specialist*
Christine Gilbride, *Counselor*
Jesse Hernandez, *Systems Specialist*
Nicole Callahan, *Student Accounts Coordinator*
Alexander Kozin, *Asst. Director, Student Financial Services*
Stacy Kearns, Coordinator, *Student Financial Services*
Brandee Norwood, *Counselor*
Lesley Rivers, *Counselor*
Lee Tabor, *Senior Director, Student Accounts*

Student Life

John P. Downey, *Dean of Students*
Amber Perrell, *Associate Dean, Housing and Residence Life*
Patrick Motter, *Assistant Dean, Student Engagement*
Jill Perry, *Assistant Dean, Health & Wellness Services*
Vacant, Assistant Dean, *Diversity, Inclusion and Community Engagement*

Michele Johnson, *Administrative Assistant*
Vacant, Assistant *Director, Student Engagement*
Johnnie Ravenell, *Assistant Director*, Student and *Guest Relations*
Jarrod Rudd, *Asst. Director, Student Engagement and Greek Life*
Vacant, Assistant Director, Diversity, Inclusion and Community Engagement
Christina Hunter, Assistant Director, Diversity, Inclusion and Community Engagement
Hillman Evans, Graduate Intern, Diversity, Inclusion and Community Engagement
Edward Young, *Director, Housing and Student Conduct*
Amanda Morals, *Assistant Director, Housing and Residence Life*
Leigh Davis, *Assistant Director, Student Engagement*
Johnny Hohenstein, *Assistant Director, Housing and Residence Life*
Kayla George, *Assistant Director, Housing and Residence Life*
Thomas Salam, Graduate Intern, Student Engagement
Chrys Baker, Assistant Director, Student Engagement

Health and Wellness Services
Sarah Ayoubi, Clinical *Nurse,*
Faye Campbell, Contract *Physician, Board Certified Internist*
Elizabeth Davant, *Director of Counseling,*
Erin Jennings, *Clinical Counselor*
Nancy Lastreto, *Office Manager*
Melissa Santander, Health Promotion *Clinical Nurse*
Betty Davis, *Housecleaner*

University Advancement
James Bullock, *Vice President for University Advancement*
Tamara Burrell, *Associate VP, Advancement and Executive Director, Presidential Relations*
Nancy McNelis, *Associate VP, Advancement and Managing Director for External Relations*
Patricia Renguso, *Administrative Assistant*

Alumni Programs and Annual Giving
Adelaide Davis, *Associate Vice President, Alumni Relations & Planned Giving*
Laura Beth Ellis, *Assistant Vice President, Annual Giving and Constituent Relations*
Stacy Aldrich, *Director of Alumni Relations*
Jamie Yearwood, *Director, Annual Giving*
Danielle Phillips, *Assistant Director, Alumni Relations and Annual Giving*
Julianna Somers, *Coordinator, Alumni Engagement and Annual Giving*

Development
Elizabeth Kiser, *Associate Vice President and Director of Development*
Elizabeth Gregg, *Director, Donor Relations*
Cynthia Manshack, *Executive Director, Research and Advancement Services*
Laura Sutton, *Director, Advancement Communications and Foundation Relations*
Amanda Chapman, *Director, McColl School Development*
Lesley Swartz, *Major Gifts Officer*
Anne Harber, *Specialist, Constituent Records Prospect Research*
Brennan Shearer, Coordinator, *Advancement Services*
Elizabeth Boehling, *Staff Assistant, Advancement*

Vandiver Center for Career Development
Angela Tsuei-Strause, *Director, Internship and Career Programs*
Mary Beth Faulkner, *Internship Manager*
Jennifer Hull, *Assistant Director, Internship and Career Programs*
Holly Milanese, *Assistant Director, Employer Relations*
Jacqueline Curran, *Internship & Career Programs Coordinator*

QUEENS UNIVERSITY of CHARLOTTE

CAMPUS MAP

1. Harris Welcome Center
   Office of Undergraduate Admissions
2. Rogers Hall
3. Belk Chapel
4. Davies Center for Faith and Outreach*
5. Albright Residence Hall
6. Jernigan Hall
6. Hayes Residence Hall
8. Evans Clock Tower
9. Grigg Courtyard & Outdoor classroom
10. Stultz Building
11. Belk Residence Hall
12. Hall Brown Overcash Residence Hall
13. Burwell Hall
14. Hall Brown Terrace
15. McEwen Hall
16. Watkins Hall
17. Everett Library
18. Wireman Residence Hall
19. Hadley Theatre
20. Knight-Crane Hall
21. Morrison Hall
22. Trexler Student Center
23. Tillet Building
24. Sykes Learning Center
25. Dana Hall
26. Byrum Residence Hall
27. Levine Center for Wellness and Recreation
28. E. H. Little Fine Arts Center
29. Health and Wellness Center
30. Barnhardt Residence Hall
31. Withers House
    Office of Graduate and Adult Undergraduate Admissions
32. President's House

PARKING

A. Harris Welcome Center Lot
B. Evans Clock Tower Circle
C. Burwell Circle
D. North Parking Deck
E. Byrum Parking Deck
F. Soccer Lot
G. Fine Arts Center Lot
H. Withers Lot

EXTENDED CAMPUS

Queens Sports Complex and Conference Center
2229 Tyvola Road

North Residence Hall
1333 Queens Road